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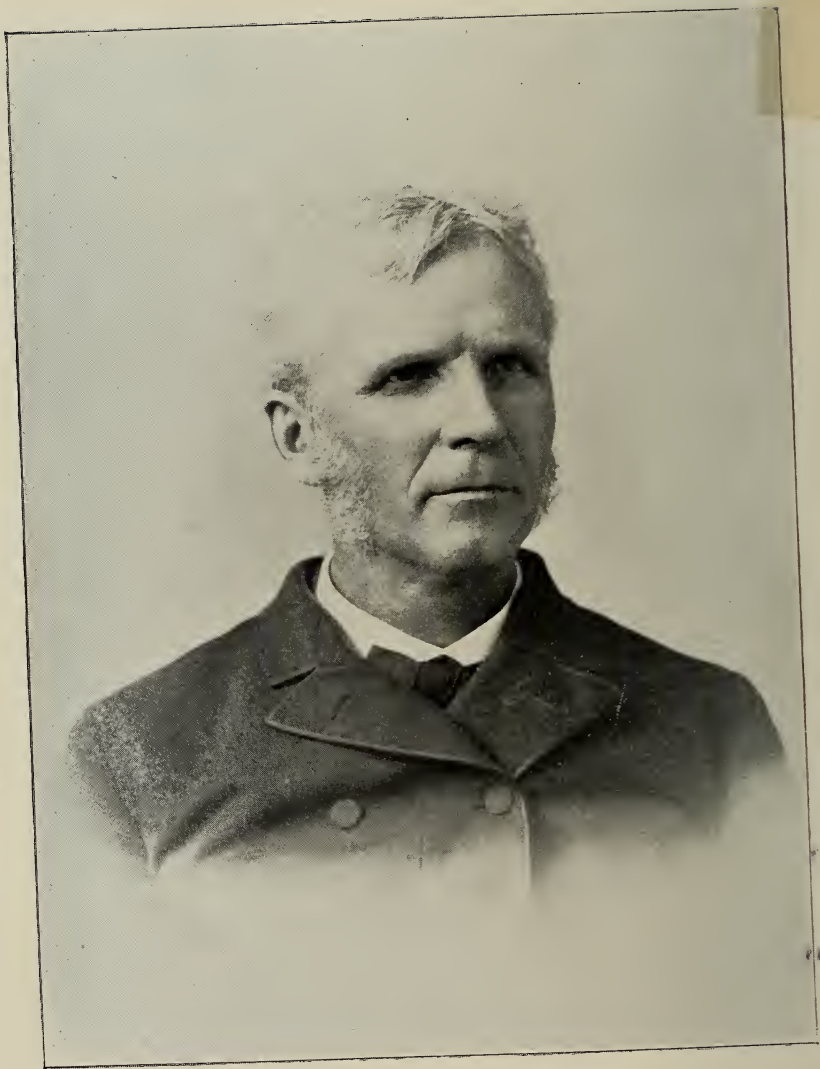
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GENERAL SAMUEL CHAPMAN ARMSTRONG.

Born in Hawaiian Islands, 1839.

Died at Hampton, Va., 1893.

1422
12

Catalogue
of the
Hampton Normal and Agricultural
Institute,
Hampton, Virginia,
for the Academic Year.
1896-7.



Hampton, Va.
Printed on the Institute Press
1897.

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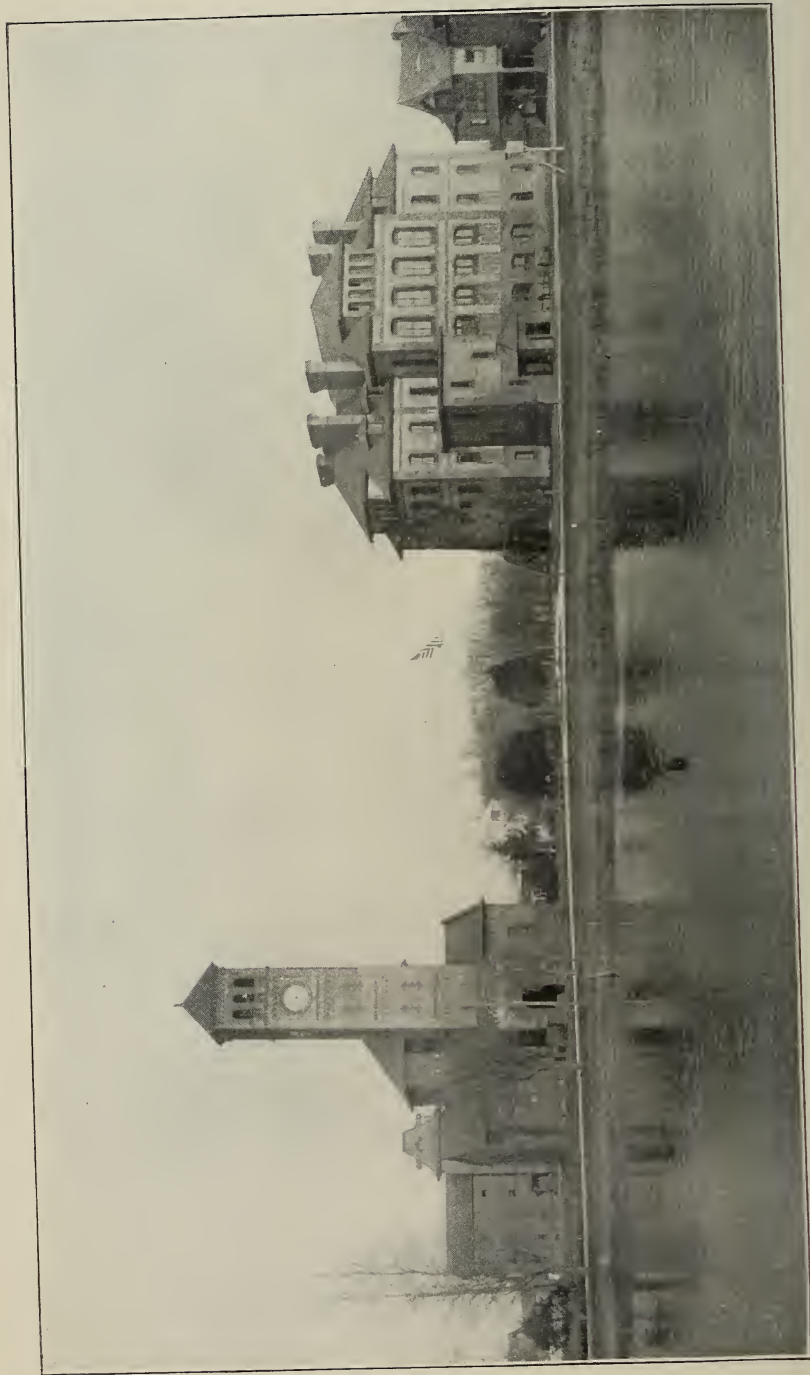
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-

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Appointed by the Governor, for the Hampton Institute, for the term of four years from Jan. 1, 1897.

- JUDGE ISAAC H. CHRISTIAN, Charles City, Va.
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ALICE I. BOARDMAN	" "
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HELEN MAGELHAES.....	<i>Writing, English, Arithmetic</i>
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SARAH E. PROCTOR.....	<i>Arithmetic, English</i>
JOSEPHINE E. RICHARDS	<i>Bible</i>
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EMMA F. SMALL	<i>Sloyd</i>
E. H. SPENNIE.....	<i>"</i>
BESSIE TOWER	<i>Gymnastics</i>
ALICE LESTER TUCKER.....	<i>Arithmetic, English</i>
CLARENCE C. TUCKER..	<i>Manual Training</i>
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JOSEPHINE E. RICHARDS.....	<i>In charge of Indian Department</i>

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MRS. LUCY A. SEYMOUR.....	<i>Teacher for Indian Girls</i>

Abby May Home.

MARY T. GALPIN, *In Charge.*

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SARAH M. HOWLAND.....	<i>In Charge</i>
CLARA WOODWARD.....	<i>Assistant.</i>
VINCENTINE T. BOOTH.....	<i>In Charge Indian Girls' Laundry</i>

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GEORGIANA H. ANDRUS.....	MRS. J. A. STEVENS
MARY N. BALDWIN	SUSAN A. BERRY
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<i>Pierce Machine Shop</i>	ISAAC CHICK.
<i>Wheelwright & Blacksmith Shop</i>	H. N. G. CORSON
<i>Harness Shop</i>	WM. H. GADDIS.
<i>Shoe</i> <i>"</i>	J. E. SMITH.
<i>Paint</i> <i>"</i>	J. F. LACROSSE.
<i>Tin</i> <i>"</i>	W. F. BAKAR.
<i>Printing Office</i>	C. W. BETTS.
<i>Gas, Steam and Engineering Dep't</i>	GALBA VAIDEN.

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C. L. GOODRICH, *Instructor in Agriculture*

G. J. DAVIS	<i>Assistant, Home Farm</i>
HENRY B. JORDAN	<i>Hemenway Farm</i>

Armstrong and Slater Memorial Trade School

C. C. TUCKER, *In Charge.*

D. E. LEWIS.....	<i>Instructor in Mechanical Drawing.</i>
J. G. HARTELIUS.....	" <i>" Carpentry.</i>
J. F. LACROSSE.....	" <i>" Painting.</i>
H. N. G. CORSON.....	" <i>" Wheelwrighting</i>
W. A. WEBSTER	" <i>" Bricklaying & Plas'ng</i>
C. DUNCAN.....	" <i>" Blacksmithing.</i>
E. C. DEYARMETT.....	" <i>" Machinist Work.</i>
J. W. WILLIAMS	" <i>" Tailoring.</i>

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GERALDINE M. GRACIE.....	<i>Nurse.</i>
MYRA SHOWERS.....	"
ELLA THOMAS.....	"

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ROBERT R. MOTON.....	<i>Commandant of Cadets.</i>
ALLAN WASHINGTON	<i>Assistant.</i>

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LEONORA E. HERRON *Librarian.*
S. L. BOYNTON..... *Assistant.*

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REV. H. B. TURNER..... *Pastor in charge*
FRED M. FITCH..... *Field Missionary.*

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ANNA L. BELLOWS..... *Reading Matter.*
CORA M. FOLSOM *Indian Correspondent*

SOUTHERN WORKMAN.

H. B. FRISSELL }
HELEN W. LUDLOW..... } *Editors.*
ALICE M. BACON..... }
CORA M. FOLSOM..... }



CLASS IN MECHANICAL DRAWING.

IN GENERAL.

APPLICATIONS.

A form of application which must be filled out by candidate for admission, may be had by addressing the Principal.

Applicants who are accepted will receive a card of admission.

No one will be admitted who has not received this card.

Tuition free of charge will be provided for all deserving students, but payment for board, clothes, and school books is required either in cash or labor.

SOUND HEALTH, testimonials of GOOD CHARACTER, and intention to remain through the course, are required of all applicants. Candidates for admission coming from common schools or from other institutions, must present letters of honorable dismissal and of recommendation. Those who intend to become teachers, or to learn trades, will be given the preference.

Applicants for special trades will be given all possible consideration, but we cannot always grant the desired trade at once. Vacancies in trade departments will be filled as they occur, from those who have made special application for such trades. The School will endeavor to do the best possible thing for each individual applicant.

TERMS OF ADMISSION.

Each student upon entering is required to deposit ten dollars (\$10.00.)

1. To Academic Course, Night School.

Candidates must be at least 17 years of age.

The Night School is made up of students who are learning trades, or preparing themselves for the Day School, by working all day and attending school at night. Work is not given with the object of enabling students to make money, but to help them to lay up the means for the Day and Trade School courses.

The earnings of students are held as a bond for the fulfilment of their purpose of getting an education at the School, and if they be sent away or leave without permission, these earnings may be used for the benefit of needy students, at the discretion of the Faculty.

Able-bodied, capable, young men and women of good character are encouraged to apply for admission on the following terms :

1. To work steadily all day for at least an entire year from the time of entering (usually October 1st.); and attend Night School for two hours five nights a week.

Note.—*No one need apply who is not well and strong, and capable of doing a man's or a woman's work.* None under seventeen years need apply.

2. Applicants for admission to the lowest class in the Night School must be able to read well in the Third Reader, to write in a fair hand a correct paragraph or letter in simple English, properly capitalized, punctuated, and spelled; to make good figures; and to pass a satisfactory examination, both in mental and written work, in the first four rules of arithmetic, in United States money, liquid, dry, and long measure, avoirdupois weight, and common and decimal fractions through eighths.

3. Wages will be allowed according to the ability of the student and the kind of work done.

4. The first three months are probationary. If finally accepted, students receive such wages from the first as a-

greed upon. Apprentices to the trades are required to attend Night School during the entire period of apprenticeship. Apprentices who may complete the term of their apprenticeship are expected to take a course in the Day School.

5. Earnings are credited to students by the School Treasurer, who will give a monthly detailed statement of account.

6. Students are expected to deposit \$10.00 as entrance fee with the School Treasurer, and to bring sufficient clothing and shoes to last three months. No supplies will be issued during that time. Young men will be required to procure the School uniform as soon as their earnings will warrant it.

The utmost economy is expected from the students, in order that they may accumulate money for their expenses in the Day School.

7. Students learning trades must arrange with parents or friends to supply them with money for clothing and incidental expenses, until they are able to earn by their own labor, something more than their board.

2. To Academic Course, Day School.

Candidates for admission are expected to be able to read and write, to pass a satisfactory examination in numeration, the first four rules in arithmetic through long division, and to have an elementary knowledge of fractions and decimals. They must be able to write correct sentences, to capitalize and to punctuate, and to write a creditable letter. Students who fail to pass the required examination must return to their homes at their own expense.

For admission to the upper classes, see Courses of Study.

Examinations for 1897, will take place September 29th and 30th. Students must report promptly for these examinations. No one under sixteen years of age will be admitted to the Day School. Admission at any time other than the beginning of the term is allowed only in special cases.

3. To Normal Course, Day School

Graduates of Hampton Institute will be admitted on their academic diplomas. Other applicants for admission must pass a satisfactory examination on the subjects included in the Academic Course. (*See page 18.*)

4. To Trade Schools.

Applicants for admission to the Trade Schools, should be not less than 16 years of age, and must pass the same entrance examination as for admission to the Academic Department.

Applicants for the Dressmakers' Trade must be able to pass a satisfactory examination in the Middle Class studies, and show special qualifications for the work; also to pay in cash \$6 a month toward their board, during their apprenticeship. If they are unable to do so, they are recommended to enter the Department of Industries for a year to earn a credit balance, that will help them towards their expenses, and then to take the requisite course in the Day School. Students in this trade are required to make up for themselves certain garments, and are expected to purchase the materials necessary for this purpose.

EXPENSES.

1. Of Night School Students.

Needy students who enter the Night School with a view to going through the Day or Trade Schools when sufficient credit has been secured, may expect, if they are good and faithful workers, to earn their board from the beginning and to secure credit in proportion to their increasing ability as workers. Such students must, however, provide themselves with the \$10.00 deposit and a good outfit of clothing before entering the Night School.

2. Of Day and Trade School Students.

Board, including washing, fuel, lights and medical attendance, (not including dentistry), and a limited amount of drugs, \$10 per month.

Book Money: At the beginning of the school year, money for books is payable as follows: Seniors, \$7; Middlers, \$6; Juniors, \$4. Should more books be required, they will be charged on the monthly bills. Books are supplied at cost.

Students entering the Day or Trade Schools must make an advance payment of ten dollars in cash, and five dollars must be paid before the tenth of each month, together with any balance due the School from the previous month. Those who fail to pay are liable to suspension from recitations till payment is made, but will be required to attend all other exercises, including religious services, study hours, and drill.

Accounts are made out and handed to the students about the fifteenth of every month. Parents should require their children to send them these accounts and should see that what may be owing the School is paid promptly.

No student who has left the School for any cause can re-enter until all back bills are paid.

Payments in Labor.

The School endeavors to give each pupil in the Academic and Trade Courses a certain amount of work monthly toward the payment of his expenses. But while in most cases able-bodied, good workers, especially mechanics, in the Academic Course, can earn as much as \$5 a month, the School *does not guarantee* that each student shall earn a fixed sum regardless of the value of his or her labor. The rate of wages varies according to the real value of the work done.

Students' labor is accepted as pay only when it is satisfactory. When not satisfactory, the student cannot continue in the School, although his standing in other respects may be good. A proper spirit of earnestness and attention to duty is required of students in their work.

Scholarships.

Owing to the inability of most students to pay for the instruction received, tuition is free, and friends of the school are solicited to provide scholarships of seventy dollars for each pupil. Any student may be dropped from the school who shall be considered unworthy of this scholarship aid. Students are expected to write letters of thanks to their benefactors. The tuition or scholarship donation is for the salaries of teachers; it has nothing to do with board bills.

Clothing.

The School Uniform consists of a plain sack coat, pantaloons of blue cloth, and a military cap. Every young man is required to provide himself with a school cap immediately upon his arrival, and is not expected to leave the grounds without it during his connection with the School. He is required also to purchase the School uniform as soon as possible after his arrival. This uniform is to be worn at drills and inspections, on all public occasions, and always when off the School grounds.

Parents are requested *not* to provide new suits for their sons before sending them to the School, but to invest the money in a uniform to be purchased at the Institute.

The uniform suits are made in the Tailoring Department of the Institute, and are furnished at reasonable prices. Young men can also procure under-clothing from the Sewing Department.

Every girl must bring a gossamer and rubbers, or money to purchase them.

Those entering the Work Department will be expected to provide themselves with plain, easyfitting wash dresses and aprons, and will be expected to wear Ferris waists.

All the girls in the Day School take gymnastics, unless excused by the resident physician, and must provide themselves with gymnastic suits and wear Ferris waists.

Cost of Uniforms.

Coat.....	\$6.25
Pantaloon.....	4.25
Vest.....	2.00
Cap.....	1.00

DISCIPLINE

Every student who enters the School agrees to submit to its discipline. The first year is especially probationary. Students may be sent home at any time for inability to keep up with their classes, for unsatisfactory conduct, or for bad influence over others. Admission to the Day or Trade Schools at any other time than the beginning of the term is allowed only in special cases.

Courtesy and mutual forbearance are expected of all.

Labor is required of all, for the sake of discipline and instruction. Students in the Academic course usually work one school day each week, and the whole or half of Monday, thus securing four days for study weekly, and from one and a half to two days of work.

Students are subject to prompt suspension or discharge for an unsatisfactory record in regard to study, conduct, or labor. Five zero marks in conduct amount to one warning. Students receiving three warnings or fifteen zero marks, will be liable to suspension.

Those who are thus suspended will not be permitted to remain at the Institute while waiting for funds to take them home.

Low or profane language will subject a student to severe discipline. Students are liable to fine, reprimand, confinement or other necessary punishment.

Card-playing and the use of ardent spirits and tobacco, either on or off the grounds, are prohibited to students while connected with the School.

Students are not allowed to retain firearms in their possession. The Commandant of Cadets will retain and give receipt for any brought.

Letter writing is subject to regulation.

Wardrobes and rooms of students are subject to inspection and regulation by the proper officers at all times.

All young men are members of the School battalion and are required to drill without arms and to perform police and guard duty.

Students are not allowed to leave the School grounds without permission.

PUBLIC WORSHIP.

There are devotional exercises daily at which students are required to be present.

They are also required to attend Sabbath school and church services on Sunday.

VACATION AND HOLIDAYS.

The term begins the first week in October and continues until the middle of June. Legal and special holidays are observed.

Day Students, as a rule, are not expected to spend their vacation at the Institute, but, in order to get money to pay their school bills, are advised to procure work elsewhere during that time.

Work Students remain on the place throughout the entire year, with a vacation from classroom work during the month of September.

For further information address,

H. B. FRISSELL, *Principal,*
Hampton, Virginia.



A RECITATION-ROOM.



Courses of Academic Instruction,

I. NORMAL COURSE.

For terms of admission to this course see p. 12.

Students will recite five days in the week, not more than five recitations a day. They will take up for careful study the following English branches :

MATHEMATICS :—

Algebra, Plane and Solid Geometry.

ENGLISH :—

Special study of the formation period of the language, Composition, Literature, Rhetoric.

SCIENCE :—

Chemistry, Physics, Botany, Natural History, Physiology and Hygiene.

HISTORY :—

Outline History of Civilization :

1. Oriental Civilization,
2. European Civilization,
3. Results of European Civilization as seen in the Great Nations of to-day.

CIVICS :—

Special studies in Sociology, Economics, and the Science of Government.

NORMAL WORK :—

Mental and Moral Science, History of Education, Class-work in Methods of Teaching, with observation of work in Kindergarten, the Whittier School, and the Night School.

SINGING: — (Normal Music Course, Holt System).

Class-work in the following subjects: —

Relative pitch of sounds; practice from drill chart and modulator; reading in different keys, comprising the first difficulties in time and tune; intervals and modulation; sight reading in parts.

DRAWING: —

Form study, outline drawing from vase and type forms, etc.; simple plant forms in outline, study of plane figures; and simple problems in geometric drawing.

Model drawing and still life in free hand perspective. Plant forms and flowers in outline and shaded (pencil). Flowers, fruit, and animals.

INDUSTRIAL TRAINING: —

Class instruction will be given in housework, sewing, cooking, agriculture and mechanics.

II. ACADEMIC COURSE.

For Day and Evening Classes.

For requirements for admission see p. 10.

MATHEMATICS: —

Junior Class.

Circular measure as needed in Geography, measure of time, square measure, measurements for carpeting and wall papering, and cubic measure. Review of halves, thirds, fourths, fifths, eighths, tenths, and their equivalent decimal forms. A study of principles of percentage based upon these fractions. Simple and practical problems based upon the above principles. Constant and systematic drill in mental arithmetic. Special study of problems as suggested by work in different shops and industries. Keeping simple cash accounts.

Middle Class.

Percentage, simple interest, commission, insurance, taxes, duties and customs, profit and loss, stocks.

Senior Class.

Mensuration of plane surfaces and rectangular solids.

A sufficient knowledge of square and cube root to enable teachers to pass the State examinations.

Review of elementary arithmetic.

A simple and practical course in book-keeping.

Elementary algebra.

NATURAL SCIENCE:—

Course Preparatory to the Junior Year.

Object Lessons in Physics and Chemistry.—Gravitation and the molecular forces, atmospheric and liquid pressure, pumps, barometer, and siphon, candle flame, sources of heat, effects of heat, methods of heating.

Hygiene:—Bathing, exercise, food, clothing, stimulants, ventilation.

Junior Class.

Object Lessons in Physics and Chemistry.—*First third of year.* Such subjects are taken up as have been found necessary to an understanding of the principles underlying physiology, agriculture, and the school industries. They are as follows:—

Composition of air and water, and the study of their constituent gases, elements and compounds; physical and chemical changes, chemistry of combustion; effects of heat, methods of heating and ventilation; evaporation and condensation, solution and filtration, disinfectants; gravitation and the molecular forces, the simple machines, laws of motion.

The method is entirely experimental, the student being required, as far as possible, to perform the experiments, to observe carefully, and write a description of each experiment, illustrating by drawings.

Physiology.—*Second third of year.* The aim of this course is to teach the student how to take care of the body, and what to do in case of emergencies. The subject is fully illustrated with specimens from the slaughter house, and with experiments. The students are encouraged to make objects to illustrate different topics.

Zoology.—Last third of year. The aim of this course is to train the student in the habit of observation, and in reasoning power. A type of each branch of the animal kingdom is studied from the object. Stress is laid upon the comparative anatomy of these types, and upon their adaptations. The types studied are as follows:

Amoeba,	Earthworm,
Sponge,	Oyster,
Sea anemone,	Crab and May beetle,
Starfish,	Frog.

All of these, except the starfish, are found in the neighborhood.

Botany.—The elements of this science are taught in connection with English. The structure and physiology of the parts of a plant are taught by actual observation, and in the following order:—

1. The seed, including the parts of the embryo and the conditions of germination.
2. Roots.
3. Stems.
4. Buds and branches.
5. Leaves.
6. Blossoms.
7. Fruits.
8. Uses of plants.

Most of the common blossoms and leaves are named, studied, and described in writing.

Middle Class.

Geology:—Pebbles, sand, decayed rock or mud, soil, the work of rivers.

A study of Minerals:—Quartz, mica, feldspar, hornblende, granite.

Sedimentary rocks:—Limestone, coal, fossils.

Special Lessons in Nursing and Hygiene:—Instruction in the care of a sick-room and the small attentions necessary to the comfort of an invalid; different ways of ventilating a room; bathing; the functions of the skin, preparation of the different local applications, including poultices, mustard plasters, etc., and methods of applying the roller bandage, the triangle and cravat.

Senior Class.

Physics and Chemistry.—The Senior Class use a laboratory manual of the elements of these subjects, adapted to their needs. Each student performs the experiments at his own desk in the laboratory and writes his observations

and inferences. A recitation follows, and is supplemented by the reading of reference books.

The subjects treated in Chemistry are as follows:—The composition of air and water and the study of their constituent gases; chemical changes, combinations and decompositions, chemistry of combustion, elements, compounds, mixtures, study of the common elements.

In Physics the subjects are the following:—Atmospheric and liquid pressure, pumps, barometer, siphon, hydrostatic press, composition of matter, forces, work and energy, laws of motion, heat, the steam engine, light, sound, magnetism, electricity.

Special stress is laid upon the practical application of all the principles studied. The aim of the course is to develop the thinking powers of the student, and to enable him to understand the phenomena of every day life.

Text Books.—Text books are used chiefly as reference books, in connection with others in the study hour rooms and library. The book used in Physiology is Walker's Physiology; in Zoology, "Animal Life in the Sea and on the Land," by Sarah Cooper; in Physics, Gage's "Elements of Physics."

Special Lessons in Nursing and Hygiene.—The instructions given the Senior class is the same as that of the Middle Class, with additional lessons in domestic emergencies, hygiene of the school room, personal hygiene and social purity.

ELEMENTARY AGRICULTURE:

Junior Class.

Elementary Chemistry, Elementary Physics.

Plants:—Their structure and composition, germination, growth.

The Soil:—its origin, formation and composition, sand, clay, humus.

Plant Food in the Soil:—Nitrogen, phosphoric acid, potash.

Mechanical Condition of the Soil:—Water in the soil, drainage.

Middle Class.

Manure and Manuring:—

Farm Manures :— Barnyard manures, composts, green crop manures.

Commercial Fertilizers :— Sources of nitrogen, sources of phosphoric acid, sources of potash, sources of lime.

Preparing the Soil for Crops :—Plows and plowing, harrows and harrowing, rollers and rolling.

Planting :—Seed planting, seed testing, transplanting.

The After Cultivation of Crops :—Tools and methods.

Soil Moisture :—Relation to plant growth, conservation.

Rotation of Crops :—Its desirability, benefits derived, systems of rotation.

Farm Buildings :— Barns and stables, silos, etc.

Senior Class.

Plant Diseases :—Their nature, causes and prevention.

Injurious Insects :— Their nature, methods of destroying plants, insect remedies.

Animal Husbandry :—General structure and composition of the animal body, principles of feeding, feeding stuffs, care of farm animals, leading breeds of farm animals.

ENGLISH LANGUAGE AND GRAMMAR ;—

Junior Class.

1. Composition work based on observation work in botany and on subjects suggested by other studies. 2. Letter writing. 3. Dictation exercises. 4. Technical grammar begun, *a.* Kinds of sentences, *b.* Parts of speech, *c.* Complements, *d.* Analysis of the simple sentence.

Middle Class.

Technical grammar :

1. Analysis, *a.* Simple sentences reviewed, *b.* Complex sentences, *c.* Compound sentences, *d.* Infinitives. *e.* Participles. 2. Special study of verbs. 3. Brief drill in parsing. Composition writing based on other lessons.

Senior Class.

The work of the Senior Class in English is designed to supplement by a certain amount of literary training the simple work in correct sentence building in the earlier part of the course. With this object in view, the students are drilled in the writing of paragraphs on different subjects, and in their criticism and subsequent condensation. Selections from standard authors are read to them and they are encouraged to study and criticise the English, taking note of the special excellences that distinguish the author, of defects where they can be discovered, and of graceful or convenient turns of phrase peculiar to different writers. The students are also required to make selections and bring them into class, prepared to criticise or give reasons for their selections.

Essays are required of each student at certain intervals, on subjects assigned a week or two in advance. In the criticism of these essays the teacher meets each student alone, the essay is read aloud by its author, after having been previously marked by the teacher, and is criticised as to sound, meaning, construction and matter, sentence by sentence and word by word. So far as possible, the student makes his own criticisms and develops a critical attitude toward his own work, that it is hoped will guard him against committing the same mistakes at some future time, when unable to secure the careful criticism of an outsider for his compositions. The idea of the work is not so much to secure finely written essays as to give each student before he leaves the School a sufficient amount of literary training to develop in him a taste for clear, concise, exact writing, rather than for flowery rhetorical phrases.

READING AND LITERATURE:—

Junior Class.

The aim of the work is to teach the students how to get and how to give the thought of the author, and to establish a habit of good reading as well as to develop a taste for it. Much time is devoted to correction of bad habits of position, breathing, articulation, pronunciation, and quality of voice.

Books read by students: Picturesque Geographical Readers, First Book in American History, English His-

tory Stories; Mythological Stories, Ten Boys on the Road from Long Ago to Now, Monroe's Fifth Reader, Rip Van Winkle, Lives of Bryant, Longfellow, Whittier, Lowell, Holmes, and the study of some of their short poems.

Middle Class.

Life of Lincoln, English History, Ivanhoe, Patriotic Selections, Stories of the Old World, Legend of Sleepy Hollow, Thanatopsis, Evangeline or Hiawatha, Robert of Sicily, The Merchant of Venice.

Senior Class.

Outline of the history of American Literature, and of English Literature, with a study of selections from principal authors.

Physical exercises and vocal drill are continued throughout the course.

Fine selections of prose and poetry are committed to memory.

GEOGRAPHY - —

Junior Class.

Stories of how people live in different countries. Study of land and water, beginning with forms near Hampton. Form of the earth. Study of continents, North and South America in detail. Special study of the United States. Special study of Virginia. Enough chemistry and physics to enable a pupil to understand physical geography.

Middle Class.

Physical geography, continued. A more careful study of the Eastern Continent. Sand modeling and map drawing.

Throughout the course, weather reports are made by students and posted upon the blackboard. Daily weather maps are received by mail from Washington and posted for the benefit of the students, also telegraphic announcements of changes in the weather, which are published by display signal flags. Daily observations are made and recorded by means of the rain gauge and maximum and minimum thermometer.



A CLASS IN THE TRAINING SCHOOL.

Aids in Geography Study:—

Putty relief globes, putty relief maps, numerous pictures including photographs and pictures cut from magazines and newspapers, object lesson cards, slides for use with magic lantern and solar camera, cabinets of fossil and mineral and vegetable products, weather maps, tornado charts.

Specimens of manufactures, clothing, and products.
Reference books drawn from the Library.

BIBLE STUDY:—

Junior Class.

Old Testament History from the Creation to the Israelitish Kingdom, including stories of the early races, lives of the Patriarchs, Exodus, the wandering in the Wilderness, the conquest of Canaan, and the period of the Judges—Genesis to Ruth, inclusive.

Middle Class.

History of the Israelitish Kingdom, Captivity and Restoration, with some study of the Prophets and the Poetical books in their historical connection,—Samuel to Malachi, inclusive.

Besides the course in Old Testament History, the Life of Christ and the Life of Paul are taught in Sunday School, so that students, when they graduate, have a tolerably thorough knowledge of the whole Bible.

HISTORY:—

Junior Class.

In the Junior year preparation is made for the more thorough study of history, by the careful reading of Eggleston's First Book of United States History, the Life of Abraham Lincoln, and by the study of current events in the newspapers.

Middle Class.

United States History,

America before its discovery by Columbus, the Norsemen, great explorers and discoverers and their work, claims

and settlements of different nations in America, life in colonial times, the struggle for supremacy in America, the struggle for independence, the Constitution of the United States, the administrations, financial questions, acquisition of territory, slavery in the United States, foreign relations, great inventors and inventions, great statesmen and their work, great authors, growth and progress of the United States in the nineteenth century.

Map drawing, essays, outline of English History, study of current events.

Senior Class.

Conditions necessary for developing early civilization, parts of the Old World where these conditions existed. Ancient oriental civilization, Greece, Rome. Gifts of early civilization to modern civilization, origin of modern nations of Europe, the Dark Ages, Charlemagne and his Empire. Mohammed and the Saracenic Empire, the Feudal System, Chivalry, the Crusades, the Revival of Learning.

Rise of modern nations, fall of Constantinople and its effect on Europe, decisive battles of the world's history, biographies of great men of different periods.

Map drawing, essays, current events.

CIVICS:—

During the entire course attention is paid to the questions of the day. Every effort is made to develop power of original thought, and to encourage the student to make practical application of what he has learned to the conditions that he finds about him.

Middle Class.

The news of the day is brought in by students on four mornings of each week, and twenty minutes given to its discussion. Special attention is given to such items as bear on the principles or organization of government, and to such as illustrate the great economic laws.

At the end of the year students should have a fair knowledge of the following subjects:

Powers of national, state and local governments,
Administration of justice,

Differences between the government of the United States and the governments foreign countries.

Laws of production, exchange, and distribution of wealth.

Examinations on these subjects are held at the middle and the close of the year.

A thorough course in the school law of Virginia is also included in the work of this year, in order that those who are promoted to the Senior class, when they go out to teach, may understand as fully as possible their relation to the school officers, and their duties as teachers.

Senior Class.

During the first half of the year, the text book used is Macy's "Our Government." Students are expected not merely to study the text book, but to illustrate and explain by examples chosen from past or current history. The reading of the newspapers, and the careful watching of political changes as they occur is an essential part of the course.

During the second half of the year, "Laughlin's Elements of Political Economy" is used as a text book in economics.

DRAWING:—

The three general divisions of the course in drawing are Construction, Representation and Decoration.

Under Construction, the facts of objects are studied, leading to working drawings which give all the facts of form, size and structure of an object; by such drawings workmen can manufacture objects. Industrial drawing is both free hand and instrumental. Geometric form is the basis of industrial drawing.

Representation is drawing the appearance of objects; studying the foreshortened surfaces; relation in proportion of one object to another; appropriate combination and arrangement of objects in groups. Study of plant growth.

Decoration:—Best examples of ornaments studied; principles in general decorative composition; original arrangement of designs for borders, panels, etc.

Seniors study of the twelve type forms under the three general divisions, applying the principles to the

regular school work and industries. This includes outline in pencil, pencil shading, charcoal drawing, clay modeling, historic ornament.

Middle and Junior Classes have the same instruction in a more elementary form.

PENMANSHIP:—

Vertical writing taught.

Junior Class.

Letters classified, movement drill given, special attention paid to position of body and hand, practice on black-board and with pen and paper.

VOCAL MUSIC:—

Normal Music Course.— Holt System).

Relative pitch of sounds. Practice from drill charts and modulator. Reading in different keys, comprising the first difficulties in time and tune. Intervals and modulation. Sight reading in parts. Special preparation for teaching.

GYMNASTICS:—

The Swedish or Ling system is followed, and a large new gymnasium has been finished in the Academic building and fitted up with Swedish apparatus.

The gymnastic drill includes floor work, exercises on apparatus and gymnastic games. The floor work embraces all the fundamental positions of the body, bending, twisting, jumping, running, marching, etc., special stress being laid upon breathing exercises, and the position of the chest.

The apparatus comprises stall bars and benches, straight and slanting ropes, double boom, jumping standards and balance beams.

It is the purpose of the gymnastic games to train the swiftness and exactness of both mind and body, and at the same time to afford a pleasant relaxation from the military

discipline in the other part of the drill. The popular game of basket ball has been introduced, together with others no less interesting and beneficial.

Muscular development is not the aim of the gymnastics—we do not strive for athletes, but rather to train the muscular and nervous systems together, and to strengthen the heart and lungs upon which the welfare of all the other organs of the body depends.

It is very natural that the student should assume comfortable positions while studying or working, totally regardless of the effect such positions may have upon the body. The first object of gymnastics is to counteract the evils resulting from these habitually sustained, incorrect positions, to improve the general carriage, and to bring about healthy respiration and tone up the whole body.

Anthropometric measurements are taken at the beginning and close of the term to find the improvement and express it in figures. The lung capacity is tested every month.

SPECIAL COURSES.

Attention is called to the following courses intended for teachers who have had some experience in teaching ; or for students who desire to fit themselves for advanced work in teaching :

- I. The Normal Course.
- II. One or two years' training in the Whittier Training School.
- III. Training in the Kindergarten.
- IV. Special training in gymnastics.
- V. Advanced courses in trades and agriculture.

Students completing any of these courses to the satisfaction of the school authorities will receive certificates recommending them as teachers of the special subjects studied.

INDIAN PREPARATORY SCHOOL.

This school is intended for Indian pupils who are not far enough advanced to enter the regular academic course. There are four classes; viz;

A Preparatory, B Preparatory, Class of Ungraded Boys, Class of Ungraded Girls.

A Preparatory Class.

Course of Study.

ARITHMETIC:—First four rules, elementary fractions.

READING:—Aim, clear enunciation and comprehension of the text. Books used: The Normal Course of Readers, "Ten Boys on the Road from Long-Ago to Now."

ELEMENTARY SCIENCE:—Observation lessons in physics, observation lessons in natural history. No text-book used.

GEOGRAPHY:—Study of the School grounds, their natural features and various occupations and industries. Study of the earth as the home of man. Text-book, Frye's Geography.

ENGLISH: Complete, correct sentences insisted upon throughout school work. Special drill in letter-writing, dictation exercises, reproductions of historical and geographical events and stories. No text book used.

BIBLE:—Stories from Old Testament history; the creation, the fall, Cain and Abel, the flood, the patriarchs, Moses and the Exodus, Joshua, Gideon, Sampson, Ruth, Saul, David, Solomon, Elijah, Esther, Daniel. Memory texts;—the 23rd Psalm, the Beatitudes, the Commandments, the Lord's Prayer.

MANUAL TRAINING:— (For boys) bench work, five hours each week, see Course in Manual Training.

MANUAL TRAINING:— (For girls) cooking and sewing.

B Preparatory Class.

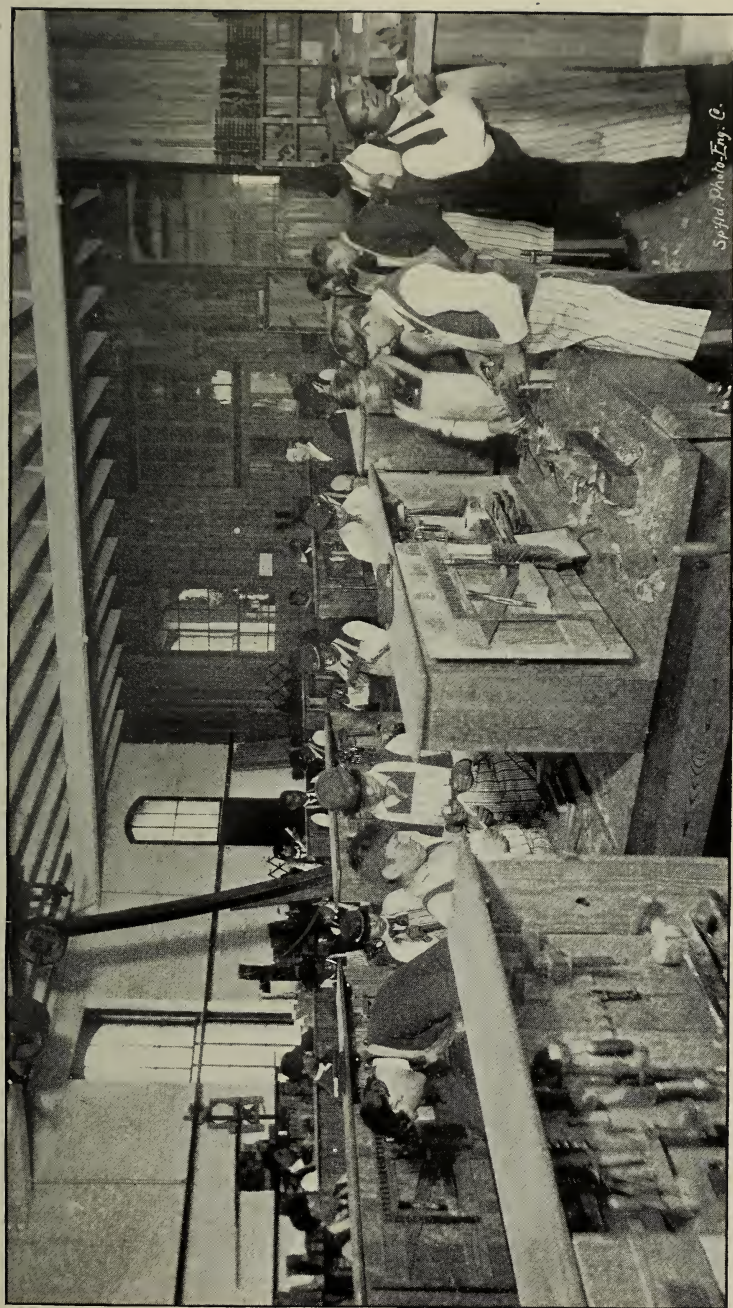
The course does not differ essentially from that given to the A Preparatory Class, but a less amount of work is attempted.

Ungraded Class of Girls.

Elementary course in reading, geography, arithmetic, language, Bible. Manual training, cooking.

Ungraded Class of Boys.

Elementary lessons in arithmetic, reading, language, and Bible. Manual training,—bench work one half of each school day.



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CLASS IN TECHNICAL SHOP.

MANUAL TRAINING.

Manual training is given to the boys in the Academic Department, to the girls of the Junior class and to the Indian Preparatory boys.

It is given for the purpose of opening the minds of the students in as many directions as possible and to give a varied and reasonable degree of skill in using different kinds of tools.

COURSE IN BENCH WORK:—

Requiring about 200 hours.

Measuring on a plane surface with rule and knife, squaring with try-square and knife, gauging with thumb-gauge, sawing to a line with back saw, planing to a true surface with jack and fore planes.

Testing with steel square and by sighting, planing to size with sides square and true, planing ends smooth and true with block plane, lining rough lumber with straight edge and pencil, also with chalk line.

Ripping with rip saw, making the half joint or box-halving, making the dado or cross groove, nailing butt joints, mortising and tenoning, boring, including draw-boring with pin making, making joints fastened with screws, glueing, making a smooth surface with plane, scraper, and sand paper.

Grooved work, making miter joint, making irregular bevels, making dovetail and scarf joints, laying out and sawing curved lines, putting together curved work.

In connection with these exercises are the following subjects for study and practice: Reading plans, bill of materials used, principles entering into wood construction, materials used in construction, tools—their names, parts, uses and care.

COURSE IN WOOD-TURNING :

Requiring about 120 hours.

Turning between centers : Centering, roughing with gouge, turning to size, testing with calipers, smoothing with skew chisel, measuring and cutting to length, turning straight tapers, outer curve, inner curve, combination of curves in making chisel handle, testing by the eye, cutting shoulders, cutting beads, cutting flutes, turning section on square piece, sand papering, polishing with shellac.

Face plate work : Outer surfaces in making knob and corner block, hollow work in making match box, barrel and vase, building up and turning rim.

Eccentric turning, turning in segments, turning split piece in making pattern, turning with face plate and cup in making napkin ring.

In connection with the exercises there are brought in incidentally reading of drawings; study of material used; study of lathe drawing tools--their names, parts and care; study of power.

COURSE IN FORGING :

Requiring about 120 hours.

The building and care of fires, heating the iron. Drawing square iron to a point, to flat, to bevel, and to round. Drawing from round to square, from square to octagon, from octagon to round point. Bending rings of round and flat iron. Pointing and bending a staple. Drawing, bending and twisting in making a hook. Upsetting and forming square and hexagon head bolts. Punching and cutting square and hexagon nuts. Bending, twisting and punching flat iron.

Upsetting, drawing, bending, punching and chamfering square angle piece. Upsetting welding, forming and punching, introducing casehardening in making heading tool. Drawing and upsetting nails and rivets in heading tool. Butt welding. Bending, scarfing and welding in washer making. Bending and welding in making chain.

Forming, punching, slotting, and bending a hasp. Laying off and forging diagonal brace. Forging eccentric

strap. Drawing out, bending and threading eyebolt with ring. T welding. Jump welding steel. Forging S wrench.

Drawing cast steel and introducing tempering in making cold chisel. Forging and tempering flat drill. Forging and tempering hammer. Drawing, bending, punching and tempering arch spring. Forging and tempering lathe tools. Welding steel to iron. Forging blacksmith's tongs.

In connection with the above course will be brought in, the reading of drawings; the construction of iron, steel, etc; the study of fuels and their combustion; the study of tools and their parts.

COURSE IN SLOYD.

The Junior girls complete the first year's course in Sloyd, as arranged for grammar schools, devoting to the work from two to three hours per week. This includes the making of a working drawing from each model.

The models are as follows and are based on the accompanying exercises:

Models: 1. Wedge. 2. Flower-Pin. 3. Flower-Stick. 4. Pen holder. 5. Tool-rack. 6. Coal hanger. 7. Cutting-board. 8. Flower-pot stand. 9. Flower-pot stool. 10. Bench-hook. 11. Hatchet-handle. 12. Corner bracket. 13. Hammer-handle.

Exercises: 1. Straight whittling. 2. Oblique whittling. 3. Cross whittling. 4. Point whittling. 5. Sand-papering (without block). 6. Rip-sawing. 7. Narrow surface planing. 8. Squaring. 9. Boring with Drill-bit. 10. Fitting a peg. 11. Curve whittling. 12. Cross-cut sawing. 13. Gauging. 14. End planing (in bench hook). 15. Boring with auger bit (vertical). 16. End sand-papering (with block). 17. Curve-sawing. 18. Smoothing with spokeshave. 19. Boring with brad-awl. 20. Broad surface planing. 21. Vertical chiseling. 22. Horizontal boring. 23. Filing. 24. End planing (without bench hook). 25. Nailing. 26. Sinking nails. 27. Making halved-together joints. 28. Counter-sinking. 29. Glueing. 30. Screwing. 31. Modeling with spokeshave. 32. Scraping. 33. Beveling with spokeshave. 34. Oblique planing.

COURSE IN SEWING:---

Two periods a week for each class.

Junior Class.

The object of the work is to give each pupil a thorough knowledge of the stitches used in plain sewing, viz.—basting, running, over casting, back stitching, over hand-ing, hemming, felling, blind stitching, cross-stitching, gathering and stroking gathers, and machine stitching. Each student makes for herself a book containing samples of the different kinds of work, and keeps a note-book in which she sets down the verbal instruction given.

Middle Class.

Continuation of the work of the Junior year.

Senior Class.

Students are given talks on colors and materials used, are taught to draft and cut from patterns, and each student cuts and makes for herself a full set of under-clothes and a dress.

COOKING:

Three and a half months. Four hours a week.

This course is given to the girls of the Middle Class, and the aim is to teach them the principles underlying good cooking, and to give them the simple, practical knowledge needed in their home life in the South.

Course of Instruction.

Making and care of fires, dish washing and care of kitchen, talks on fuels and foods. Baking apples, potatoes, etc., boiling vegetables and eggs, steaming. Lessons in buying meat. Cooking of meats, warmed-over dishes, soups, broiling and stewing. Simple and invalid cooking. Biscuits and cookies, bread, plain cake, plain pastry. Cooking of poultry, fish and eggs. Tea, coffee, cocoa. Setting table.

These lessons are accompanied by instruction in the chemistry of cooking so far as it is applied in the practical work.

WHITTIER SCHOOL.

The Whittier School, standing on the Institute grounds, affords to normal students abundant opportunity for the study of the theory and practice of teaching. It is a graded school of seven rooms, ranging from kindergarten up to the class of grown boys and girls whose studies are directly preparatory to the regular Academic Course of the Institute. Here during the present year 345 children, 151 boys and 194 girls have been in daily attendance. Six of the Whittier's teachers are paid by the county, and in its management it is under the regular county officers, but in addition to doing the full work of a graded public school it has the benefit of teachers of Sloyd, cooking, drawing, music, gymnastics and kindergarten employed by the Institute.

DEPARTMENT OF INDUSTRIAL TRAINING.

AGRICULTURE.

"I say understandingly that the young of our country, who will bring to agriculture the education and intelligence, the industry and perserverance essential to success in every other career, whether mercantile, industrial or professional, will in the course of the next twenty years, attain a far greater degree of material well being, on the average, than awaits them in any other calling."

J. M. RUSK, Secretary of Agriculture.

There is a rapidly growing conviction that the best outlook for permanent advancement for the Indian and the Negro is in their becoming owners and tillers of the soil.

In no part of the country are the chances of success in agriculture greater than they are in the great Southland; but to avail himself to the fullest extent of this advantage the farmer must acquaint himself with those principles and scientific facts upon which the most approved methods of agriculture are based.

Hampton Institute has always stood for advancement along practical lines; and to give the young men of both the Negro and Indian races opportunity to make themselves acquainted with these principles, to practice them and see them put in practice, she offers the following courses :

I.

AGRICULTURE No. 1.

This course covers a period of three years and is intended for those students who wish to fit themselves for agricultural teachers and superintendents.

The course is as follows :—

The English branches as taught in the Academic Course
mechanical drawing ; manual training.

AGRICULTURAL CHEMISTRY:

Chemistry of soils, plants, animals, manures and fertilizers.

AGRICULTURAL BOTANY:

The structure and habits and growth of the crops and weeds of the farm.

AGRICULTURAL INSECT LIFE:

Insects injurious and beneficial to agriculture.

AGRICULTURE:

History of Agriculture: Farm management; farm buildings; fences; roads; repairs, etc.

Farm Accounts: Business forms, etc.

Farm Drainage:

Soils: Origin and physical properties; tillage; manures; rotation of crops.

Farm Crops: History, uses, culture.

Farm Stock: Breeding, selection, management, diseases. Principles of feeding—feeding stuffs, soiling of stock.

HORTICULTURE:

Modification of plants by soils, climate, and culture; propagation of plants.

Gardening and Trucking: Soils, varieties of crops, culture, marketing, etc., forcing vegetables under glass.

Fruit Culture: Orchard and small fruits; propagation, planting, pruning, care, marketing.

Floriculture:

Ornamental Gardening:

DAIRYING:--

Dairy Stock: Breeding, care, management.

Dairy Bacteriology:

Milk: Composition, sterilization. Pasteurization, care, testing, creaming.

Butter: Ripening the cream, churning, working, packing and marketing.

Cheese Making.

Dairy Utensils: Separator, churn, butter workers, cream vats, etc.

II.

ELEMENTARY AGRICULTURE.

This course is required of all students who take the Academic course. The details of the course will be found on pages 21--22.

For the benefit of those who are unable to spare the time for the three years course in agriculture a number of shorter courses in agriculture, horticulture and dairying have been arranged as follows :—

III.

AGRICULTURE No. 2.

Length of Course, one year.

English, Mechanical drawing, Manual training.

AGRICULTURE :

Chemistry of soils, plants, animals.

Soils : Origin, physical properties, tillage.

Drainage :

Manures and Fertilizers.

Farm Crops : History, uses, culture.

Farm Stock : Breeding, selection, management, diseases, principles of feeding, feeding stuffs, soiling of stock.

Farm Accounts : Business forms, etc.

Farm Buildings : Barns, stables, silos.

Farm Management.

IV.

HORTICULTURE.

Length of Course, one year.

English, Mechanical drawing, Manual training.

HORTICULTURE :

Botany : Structure and habits of growth of plants. Modification of plants by soil.

Propagation of Plants : Seeds, cuttings, grafting.

Gardening and Trucking : Soils, varieties of crops, culture, marketing, growing vegetables under glass.

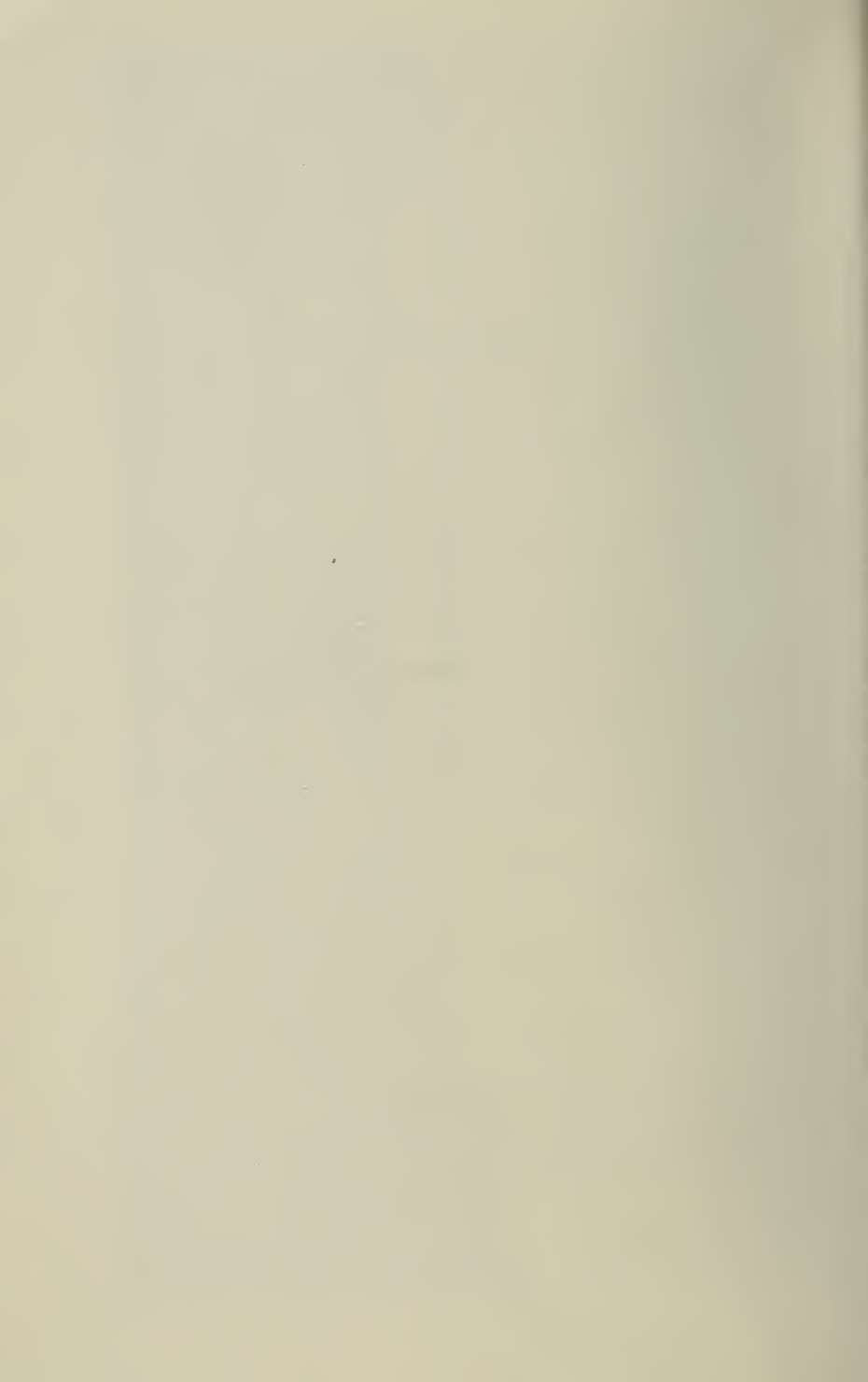
Fruit Culture : Orchard and small fruits, propagation, planting, pruning, spraying, care, marketing.

Floriculture.

Ornamental Gardening.



THE ARMSTRONG AND SLATER TRADE SCHOOL.



V.

DAIRYING.

Length of Course, one year.

English. Mechanical drawing. Manual training.

DAIRYING:

Dairy Stock · Breeding, care, management.

Dairy Bacteriology.

Milk: Composition, sterilization, pasteurization, care, testing, creaming.

Butter: Ripening the cream, churning, working, packing and marketing.

Cheesemaking.

Dairy Apparatus: Separator, churns, butter workers, cream vats, etc.

VI.

AGRICULTURE No. 3.

A six months summer course in Agriculture beginning April 1st.

This course takes up the routine work of the farm with general lectures and discussions on the principal topics in Course No. I.

Instruction is given by means of text books, lectures, and practice work; class room work is illustrated by means of specimens, models, charts, photographs, etc.

As far as possible each student is required to put in practice the principles taught in the class room.

Twenty acres of land have been devoted especially to this practice work. A part of this is used for experiment and illustration; eight acres have been planted with fruit; and the remainder is devoted to the raising of farm, truck, and vegetable crops.

The department of agriculture has also two greenhouses and a kitchen garden.

Aside from these the Institute has two large farms, which together cover about seven hundred acres, equipped with buildings, seventy-five head of dairy stock, fifty horses and several hundred hogs and poultry.

Students taking the course in agriculture will be required to put a certain number of hours each week into recitation, study, drawing, and practice work.

Practice will be an important and prominent feature of the course, and for pure practice the student will receive no wages. After meeting the requirements as to recitation, drawing, practice, etc., the student will be given an opportunity to do necessary work in the department, and will be paid therefor according to his ability and the actual time spent in doing the work, thus enabling him to earn something toward paying for board and incidental expenses. Tuition will be free.

Applicants must be able bodied, and at least seventeen years of age, and will be required to pass the same examination as to enter the academic department. They will be subject to the same general rules as the students in other departments. The first three months are probationary. Those failing to give satisfaction by that time must expect to be dropped.

We urge the young men of both the Negro and Indian races to fit themselves to become land-owners and tillers of the soil, and thus identify themselves with the great agricultural interest of the country. We also urge parents and teachers to impress this matter upon the young people and urge them to carry it out.

For further information apply to

H. B. FRISSELL, Principal,

HAMPTON INSTITUTE,

HAMPTON, VA.

TRADE COURSES.

In the following trades which are open to students, the complete course requires three years, the first year in the Trade School or training department, the other two in the industries.

The division of time between the two varies to some extent with the progress of the student in the training department. In this department the time is devoted wholly to instruction and training. A part of the day is given to Academic study, including mathematics, physics and English, and to mechanical and free hand drawing. At the end of the year of ten months there is a two months vacation. After entering the industries, students will work full time as tradesmen, will receive wages, and will attend night school.

As soon as practicable the training course will be extended to two years, reducing the time in the industries to one year.

COURSE IN CARPENTRY AND JOINERY:

This will include, first, working out with carpenter's tools the processes and principles of carpentry and joinery; and second, practice in house construction, as follows:

Part First: Care of tools; including sharpening edge tools, filing and setting saws, roughing with jackplane, planing to a true surface, planing to size, lining with chalk-line and with straight-edge, rip-sawing, hand-sawing, laying out work, sawing to line, block planing, boxing and making the half-joint, driving and setting nails, making the dado, or cross groove, making the mortise, the gain and the tenon, boring in side and end, boring and countersinking for screws, drawboring with pin making, doweling, the use of clinch nails, rivets, screws, machine bolts, carriage bolts, rods, butts and hinges, glueing up work, veneering, smoothing up for finishing, including sand papering and scraping, grooving, tongueing and beading in making ceiling, grooving with plow in making door, clamping and wedging in putting work together, rabbeting in making

jamb, making the miter in frames, moulded panel work, brace shoulders and in bead returns; chamfering, making protractor, octagon miter, octagon piece from square, octagon newel, solid and hollow, hexagon miter and piece, hexagon cuts in saw buck; making variable or irregular bevels in the brace, rafter, saw bench, step ladder, hopper, truss, stair string and hip and valley roof; making the various scarf and dovetail joints; curved work in laying off and cutting circles, ellipse and other forms, and in the mantel shelf and scroll work, making wheel, cutting circular forms with gouge, sticking, moulding, and bending by sawing and by steaming.

Second Part; House construction in wood and brick. Laying off foundations, including running lines, setting batters, leveling and squaring. Laying off, framing and putting into place the frame work of a house; as sills, studding, floor joists, plates and rafters, including hip, valley and jack rafters. Closing in and exterior work; as sheathing, shingling, weather boarding, putting on cornice, making and setting door and window-frames, scroll and ornamental work, porch and piazza work, and step building. Interior work,—as laying floors, casing openings, making and hanging sash, blinds, and doors; wainscoting, mantle work, stair work including newels, rails, and ballusters; laying out and constructing stairway. Miscellaneous work; as fence building, truss construction, &c.

All exercises are worked from drawings.

Lectures with incidental study will be given on topics connected with the trade, as foundations, chimneys, trusses, mouldings, hardware, painting and glazing, wood and other materials, heating, ventilation, sanitation, architecture, building laws, plans, specifications and estimating.

BRICKLAYING AND PLASTERING COURSES:

Students will be taught the following:

Bricklaying: Proper use of the ordinary bricklayer's tools; making mortar beds and boards, building scaffolds, screening sand, slacking lime, mixing mortar, use of coloring material, selecting brick, choice of lime and sand, hod carrying, spreading mortar, use of cement, cleaning brick, laying brick pavement, running courses to line, use of wood brick, laying foundations with footings, running up corners and walls to height, using bond rod, making bond rod, making bonds, English and Flemish, use of stretchers,

headers, halfheaders, rowlocks, and ties, laying piers, setting sills, setting window and door frames, running battered walls, use of bond timbers, laying pressed brick front, trimming joints with pointing trowel and straight edge ; striking joints, flat, hollow, and round ; making pilasters and panel work, corbels, brick cornice, plain dentals and raking ; laying off and building arches, square, bonded, gothic, circular and inverted; building chimneys and stacks, square, round and octagon; ornamental work, terra-cotta and tile work, laying drain pipes, culverts, wells and cisterns; cleaning walls with acid, setting bake oven and boiler; fire place work, and arched roof work, barrel and dome. Work is done from drawings.

Plastering: Making mortar and putty, use of hair, lathing, plastering walls and ceilings, plastering to grounds and to finish, scratch coating, second and third coating, floating, hard finish, sand finish, stucco work, and running cornice.

Lectures will include the general subjects relating to building, as in the carpentry course, and other topics especially connected with bricklaying and plastering.

COURSE IN MACHINIST'S TRADE :

Vise work: Instruction will be given in the proper use and care of the various tools,—as the chisel, square, file, scraper and hack saw. The exercises include cape chiseling, broad chiseling, roughing out with file, draw filing, finishing, squaring up, polishing with file and with emery cloth, whet-stone finishing, hack-sawing, bolt threading, nut tapping, scraping, cross scraping, surface scraping, plane surface fitting, slide fitting, gib fitting, riveting, keyway cutting, tool-making,—as dividers and calipers, repairing broken work, laying off and fitting engine parts.

Lathe Work: Proper use of the lathe, straight cutting, shoulder cutting, flutes, face work, tapers, chuck work, hand turning, inside turning, chasing thread (inside and outside) boring bar exercises, knurling, polishing, eccentric turning, and crank turning.

Drill Press Practice includes drilling to given depths, blocking out with drill, center drilling, countersinking, and drilling pieces for lathe work and for babbiting.

Slotter Work: Plane angle and curve slotting, combination curve slotting, and bevel curve slotting, mainly used in forms and dies.

Milling Machine Practice: Plane milling, cutting off, keyseating, slotting, beveling, T slotting, milling combination curves, fluting taps, cutting spirals, cutting gear teeth, and using the dividing circles. This practice is applied in milling square and hexagon nuts, gear wheels, twist drills, spiral cutters, bevel gears and racks. Constructive work of a high grade will follow this practice, as,—parts of lathes and other machines, pumps, engines, emery grinders and motors. Exercises are worked out from drawings.

Lectures: These will be on such topics as the following: Construction of metals, strength of materials, proportional parts of machines, speed for machine cutting, tempering, annealing and case hardening, slide valve, power transmission, specifications and estimating.

COURSE IN BLACKSMITHING :

Instruction is given in the care of the fire, the best fuels, proper heats, the proper care and use of the general blacksmith's tools, including the working out of the following processes: Drawing out, upsetting, bending, twisting, punching, cutting off, squaring up, chamfering, slotting, scarfing, welding, brazing, case-hardening, tempering, annealing, heading and threading bolts, punching, forming and tapping nuts, riveting, hack-sawing, tire setting and shrinking. These processes receive further application in the following: Forging staples, gate-hooks, hasps, anchors, cleats, bolts, tongs, hammers, eye bolts, rings, collars, washers, chains, punches, heading tools, chisels, hub-bands, wheel tires, springs, general carriage work, lathe tools, and horse shoeing. Work is done from drawings as far as possible.

Lectures on such topics as combustion of fuels, construction of metals, strength of materials, tempering and annealing, arrangement and equipment of shops, power forging, tracking of wheels, artistic forging, specifications, and estimates.

COURSE IN WHEELWRIGHTING :—

Instruction begins with the care and use of the general wheelwright's tools, in working out the common processes and principles of woodwork, following the course given in Part First of carpentry and joinery. (See page 43.)

There then follows the application of these principles in constructing the parts of a wheel barrow, as handles, bars, legs, spokes, and rims, and in putting the same together, laying out and making the parts of cart frame, as sills, standards and rails, riveting and bolting together, laying out and making ribbed wagon body, frame work and panels, laying out and constructing wagon gear, including perch, head block, and axle bed, the platform gear with futchels, head block, bed piece, splinter bar, spring blocks and circle blocks for fifth wheel, carving scrolls on spring bars, side bars and head blocks, making shafts, including bending, making cart-wheel, including shaving spokes, working out rims, laying out and mortising hub, and putting together. Exercises are worked out from drawings.

Lectures and study on vehicles, wood, and other material used, iron-work as applied to wheelwrighting, carriage painting and trimming, and other topics connected with the trade.

COURSE IN PAINTING:—

Students will be taught the name and use of tools, bridling brushes and sash tools, manner of holding and using different kinds of brushes, preparing surface for painting, knotting, sand papering, priming, puttying, second and third coating, roof painting, use of gang brushes and flat brushes; painting weatherboarding, window frames, blinds, sashes; trimming out exteriors, hacking out glass, glazing, rigging, swinging scaffold, working on same, sanding with sandox and with bellows, brick penciling, plain inside painting, tracing sash, frosting glass, painting doors, trimming out, filling hard wood, cleaning off, surfacing, varnishing, rubbing out with pumice-stone and water, rotten stone and oil, flour and sweet oil; polishing, enameling, plain and in parti-color, preparing wall for painting, sizing, pointing, painting in oil, flatting, stippling, glossing, kalsomining, how to mix paints, tinting, toning, shading, matching colors, using patent graining rollers, graining plates, transfer graining in oil, preparing ground, rubbing in, combing, veining with horn, pencils, and brushes, wiping out, overgraining, shading, graining in distemper, marbling, smudging, filling for carriage work, priming, glazing, ruffstaffing, guide coat, rubbing out, putting in color, color and varnish, rubbing varnish, rubbing out with pumice-stone and water, striping, ornamenting, flowing, finishing, stenciling, marking and cutting stencil, making pounce, pouncing, stenciling after a pounce,

ornamenting after a pounce, lining, edging, plasticoining, combing, roughing, freehand working up, bulbing, moulding, bronzing, gilding from cushion, gilding from book, gilding with wheel, lettering, laying out, cutting in, names and styles of lettering.

Lectures and study on paint and painting, including harmony of colors; pigments, natural, artificial mineral, chemical, permanent and fugitive; vehicles, spirit of wine, oils, (fat or fixed) volatile and essential; gums, varnishes, dryers, inside paints, outside paints, geography of paints, chemistry of paints, art and science of painting, measurements and estimating.

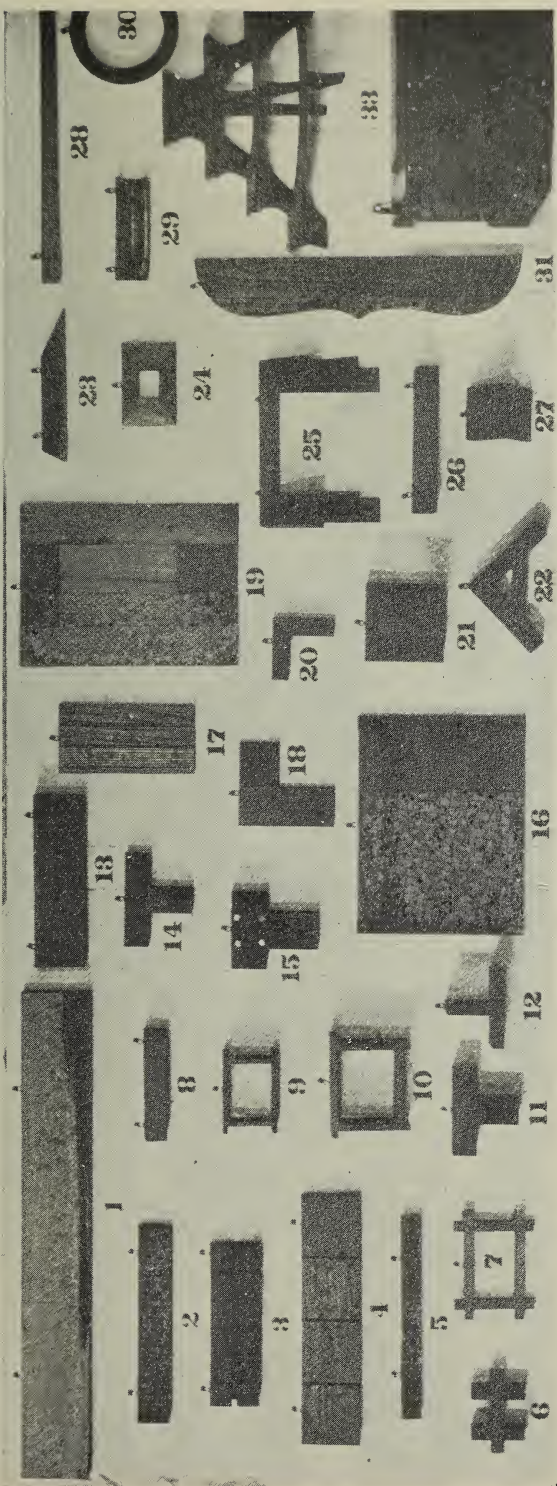
COURSE IN CABINET WORK .—

Students in this trade will follow Part First of the course in carpentry and joinery, using the cabinet maker's tools in working out the common processes of wood-work. This is followed by exercises in curved veneering, inlaid work with fancy woods, imitation of woods, preserving and beautifying woods by the use of fillers, oils, stains, shellac and varnish; French polishing, carving, including nature, and other processes applying especially to cabinet work. Application of these follows in constructive cabinet work, as wall cabinet, table, furniture of various designs, mantel work and interior finish.

Lectures and study on such topics as fancy woods, harmony of colors, selection of cabinet materials, wood finishing, history of furniture design, furniture designing and estimating.

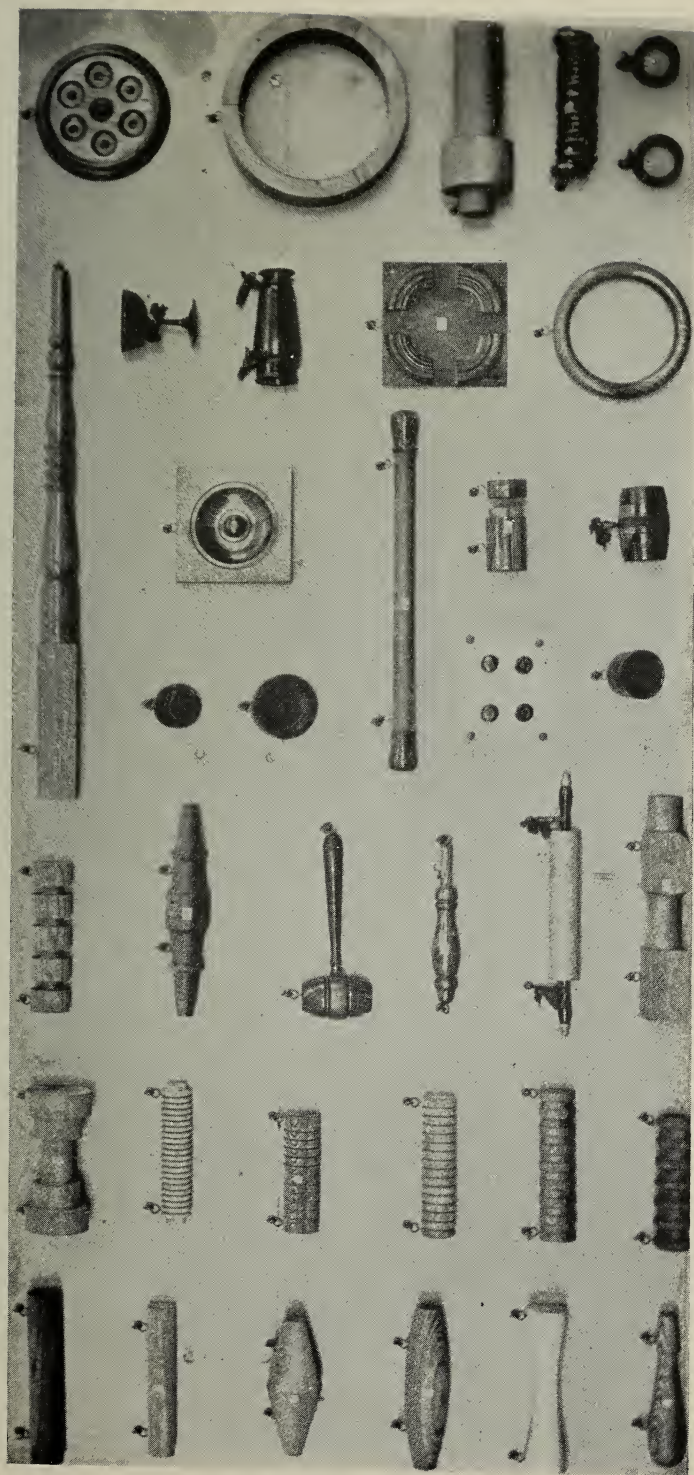
COURSE IN TINSMITHING:—

Instruction will be given in the care and use of tinner's tools, in working out the processes entering into general tin work;—as roof covering, conveyance of water, manufacture of tinware, setting up stoves and pump work. It will include pattern cutting, folding on brake, soldering, riveting, brazing, burring, double seaming, forming on rollers, hand seaming, beading, grooving, wiring, bailing, cornice bending and mitering, repoussé work in brass and copper,



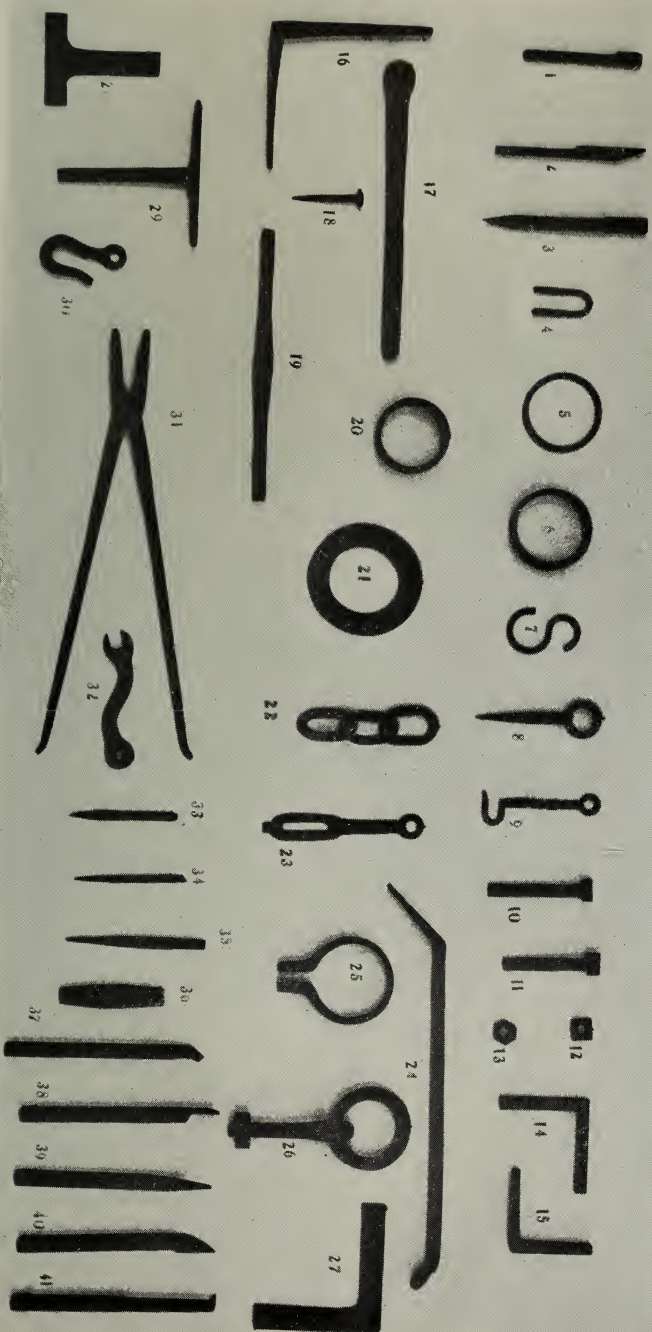
TECHNICAL COURSE.





MANUAL TRAINING—COURSE IN WOOD-TURNING.

MANUAL TRAINING—IRON-WORKING COURSE.



working lead pipe, making sink connections, wiping joints, making two-piece elbows at various angles, sectional curves, Ys and cut offs. Application of these processes is given in preparing standing seam roofing, cutting and tonging up, cleating, seaming and double seaming, flashing, laying valleys and gutters, laying and soldering flat seam roofing, forming, bending and hanging gutters and conductors, making elbows and boots, making tin ware, as cups, pans, kettles, sprinklers, coffeepots, boilers, chimney caps, and tops, coal hods, sheet iron stoves, stove pipes, cornice work, ornamental work.

Lectures and study on solders and fluxes, capacity of flues, construction and manufacture of sheet metal, development of surfaces as applied to sheet metal patterns, roof requirements, ventilation, physics of plumbing, specifications and estimating.

COURSE IN STEAM ENGINEERING :

This course embraces, first ; an elementary training in the machine and blacksmith shops, including chipping, filing, polishing, scraping, fitting brasses, and repairing old work, lathe and planer work, pipe fitting, blacksmithing, including drawing, upsetting, welding, tempering, &c.

Second ; care and management of boilers, including building, stoking, drawing, and banking fires, regulating draught, water supply and steam pressure, using injector, inserting water gauges under pressure, blowing flues, scraping or cleaning tubes, safety valve adjustment, patching and caulking boilers, inserting and expanding boiler tubes, packing valves.

Third ; practice in running and caring for engines, making steam connections, setting slide valve, giving proper lap and lead, setting eccentric, arranging for the proper cut-off, filling oil cups, speeding governors, fitting belts, peining piston rings, lining up, taking indicator cards, and calculating indicated horse power.

Lecture and study on fuels and their combustion, expansive use of steam, valve motion, physics of steam circulation, requirements of a perfect boiler, condensers, power transmission, atmospheric pressure in pumping.

COURSE IN TAILORING :

Students will be given exercises in the processes entering into tailor work as follows: Correct position of workman, proper method of threading needle, position of needle and thimble while sewing, proper method of using the needle, practice in machine running, care of machine, stitches used in making a suit of clothes,—as plain basting, close basting, seaming or full back stitch to one sixteenth, side stitch, felling stitch, serging, herring bone, feather edge, stoating edges, reentering seams, slating seams, strap-seams, making button holes, cord, flat, round and feather edge, sewing on buttons of different kinds, as the neck, eyelet, and flat face, making tacks and stays, as cord, flat, crowfoot and loop.

Application of these processes is given in parts of garments. First, practice on parts of pantaloons, as hip pocket, side pocket, top pocket, watch pocket, button fly, button hole fly, waist band, pant straps, turning up bottom, filling in parts of the trimming, seat lining, protection in the bottom, front pant buckle, pressing, shrinking and taking out supressions. These principles are then applied in making a pair of pantaloons. Application is then given of the simple processes in the parts of a vest, as making welt, patch and faced pocket, putting in stiffening, stay tape to hold front, making and putting on collar, back strap, and buckle, joining back and front, after which a vest is made. Then follows application of processes in parts of a sack-coat, as flap, cash, and ticket pockets; breast pockets, inside and outside; putting in canvas, stay tape, sleeve vent and cuffs, fitting trimming, fitting sleeve and adjusting fullness, regulating looseness of lining, padding, springing of shoulders and pressing of seams, top and bottom collar, stitching around edge and necessary pressing.

These are then applied in a sack coat.

In repair work practice is given in patching, darning, splicing, inserting round, square, and triangular patches to match stripes, putting on braid, half and half, flat and cord, scrubbing, cleaning, pressing, and sponging.

Taking measurements and drafting garments are associated with the training. This includes the use of straight and curved lines and the fitting of ends and notches to secure the correct results.

Lectures and study on topics such as cloth and other material used, styles of garments, the human form, relation of lines to the form, economy in cutting, estimates, &c.

COURSE IN SHOEMAKING :

In this course practice and instruction are given in the steps leading to the production of a shoe, as follows: making waxed ends, using bristles, proper position for stitching, use of the awl, proper method of drawing through the waxed ends, practice in sewing the various stitches, as plain, fudge, overcast, square and whip, cutting, skiving, and putting on patches with cement, nailing and pegging soles, giving the proper set to the awl, sewing welt to upper, sewing sole to welt, using sewing machine in stitching upper leather, putting in lining, punching and putting in eyelets and hooks, giving application of these in stitching rips, sewing and cementing patches on old shoes, taking old shoes apart, learning the names of parts and the methods of putting together, practice in cutting lifts and soles, making rands, welts and counters, nailing and pegging soles and heels on old shoes, trimming, using the knife properly, rounding up sole with knife and rasp, finishing edge, sandpapering, buffing and coloring soles, lasting, (using slips for uppers) soleing and heeling on both pegged and sewed work.

There will then follow, cutting uppers by pattern, stitching, lasting, bottoming and finishing a pegged shoe of ordinary grade.

After this will follow measuring foot, fitting last, developing patterns, selecting stock,—as uppers, soles counters, felt, thread, &c., cutting out stock and making sewed shoe to measurements.

Lectures and study on leather and other shoe materials, styles of shoes, taking measure and developing patterns, shoe manufacture, making estimates, &c.

COURSE IN HARNESS MAKING AND CARRIAGE TRIMMING.

In this course students are taken through the processes or steps leading to the making of various kinds of harness and to carriage trimming; following which, application

of the processes is given on harness and carriage work. Instruction and practice are given in making threads, proper position on saddler's horse while stitching, proper method of drawing through threads, stitching for coarse, medium and fine work from six to sixteen stitches to the inch; cutting, skiving and rounding edge of piece for strap, punching, putting on loop and buckle and stitching same, making simple parts of harness, as hame strap, breeching strap, and girth.

Second, making folded bodies, including making and using patterns in cutting lays, stitching, straight and figured, creasing, skiving and swelling up waved and straight raised lays, applying these in breeching, girth, breast collar, lacing in soft cheek loops, &c.

Third, practice in saddle work,—as in express, buggy, or coupé harness, using tree, cutting skirts from patent or harness leather and making to tree, making pad from pad leather or cloth, covering reed and binding saddle, stuffing with hair, tufting, stitching, putting in billets and terrets.

Fourth, practice on round work such as gag, face and winker rounds, round hip strap, trace, rein, and bridle.

Fifth, practice in cushion work, trimming shafts, leathering dashers and fenders, making falls, lazy back cushions, &c., work on buggy and extension tops, cart, saddles and other harness and carriage work.

Lectures and study on leather, kinds and styles of harness and carriages, measuring and fitting harnesses, drafting harnesses, estimating costs, &c.

COURSE IN PRINTING:—

Applicants for this trade must pass examination for entrance to the middle class.

Instruction and practice are given in presswork, including making ready, and running jobs on small job press; at the case in plain composition,—as learning cases, sizes and faces of type proper, position for holding composition stick, setting, type justifying, emptying stick and putting on galley; leading, arranging in chase, locking up, proving and correcting proof, cleaning and care of type, distributing dead matter, &c., reading proof, making ready and running cylinder press; check and order book binding, book composition and imposition.

Application of these principles is given in the varied

work of the printing office, as, setting and printing note heads, bill heads, circulars, envelopes, posters, bills of fare, tabular work, blanks, color work, tablet binding, &c.

Lectures, reading and study will include topics connected with general printing,—as, book binding, stereotyping, electrotyping, various processes of cut making; stock, making estimates, &c.

COURSE IN MECHANICAL DRAWING:—

The course in mechanical drawing is given as a part of the trade training to those taking a course in carpentry, blacksmithing, brick-laying and plastering, wheel-wrighting, cabinet making, tin-smithing, engineering, harness making, shoe making, tailoring, painting and machine work, and to those who may be engaged as tradesmen in the various industries

The drawing is arranged with the view of giving the student a general knowledge of working drawings, preparing him to interpret intelligently drawings placed before him, and to cultivate his ability to make working drafts, plans, elevations, and sections of tools, buildings, machines, wagons, and other work in the line of his trade, and to work according to the same.

The course embraces two years.

To those entering the trade courses it is given at the beginning of the course. It is given to all those in the industries who have spent one year at their trade, either in the shops or in the Trade School.

The course consists of :—

1. Spacing and drawing lines,
 - a. Straight.
 - b. Curved.
2. Making joints,
 - a. Between straight lines.
 - b. “ “ “ and curves.
 - c. “ curved lines.
3. Making block letters.
4. Geometrical problems.
5. Making plans, elevations and sections from copy.
6. Making same from object, likewise detail working drawings, all to scale.
7. Getting out bill of materials and estimating

cost of some piece of work actually done.

8. Designing and estimating. In this it is contemplated that in the latter part of the second year some of the higher theoretical points of each trade will be touched on in the form of lectures by the instructors or foremen in the various departments.

DRESSMAKING:— Two Years.

The complete course comprises three grades.

Materials used in learning this trade are furnished by the pupil. Drafting tables, sewing machines, dress forms, books of models, samples of dress materials, and places for storing work are supplied by the School. Each pupil is required to record in a note book the instruction received each day. Throughout the course the work cut and planned must be finished in the class, and pupils are required to show satisfactory knowledge of the elementary work before entering the higher grades.

First Grade.

The first grade is designed to instruct those who have a fair knowledge of hand and machine sewing in the best method of cutting from patterns, and making simple, tasteful dresses of wool or cotton. Each pupil is required to complete one dress for herself.

Course of Study.

Talk on colors and textiles applied to dress. Instruction in the choice of materials. Cutting foundation skirt from measure. Finishing skirt for trimming or draping. Talk on form, line and proportion in relation to draping and trimming. Cutting from pattern, fitting and finishing waist and sleeves. Study of drapery.

Second Grade.

This is intended for those having a thorough knowledge of making wool dresses by pattern, who wish to learn cutting and fitting by measure.

Course of Study.

Instruction in the choice of material for house and street wear, considering color and texture. Talk on the

growth and manufacture of silk. Taking measures and draughting princess dress. Instructions in draughting close fitting waists. Cutting and fitting waist linings. Draughting waist with extra seam for large figures. Trimming and finishing waist. Notes on form and color.

Third Grade.

This grade is intended to complete the dressmaking, and to give the pupil some knowledge of tailor finish as applied to jackets and gowns.

Course of Study.

Talk on the manufacture of cloths. Draughting jackets of different styles. Cutting, basting, fitting and pressing. Making various styles of pockets and collars. Lining and finishing jackets.

DEPARTMENT OF PRODUCTIVE INDUSTRY.

These industries are conducted as business enterprises and are open for students to enter as tradesmen who have passed through the Trade School, or Training Department. (See page 43 under Trade Courses.)

They afford the the opportunity of learning how productive industries are managed, of making practical application of the principles learned in the Trade School, and incidentally of earning wages.

Incidentally they furnish some opportunities for unskilled labor to those working for credit to enter the Day or Trade School.

Those who fail to give satisfaction, whether as tradesmen or laborers, will not be retained.

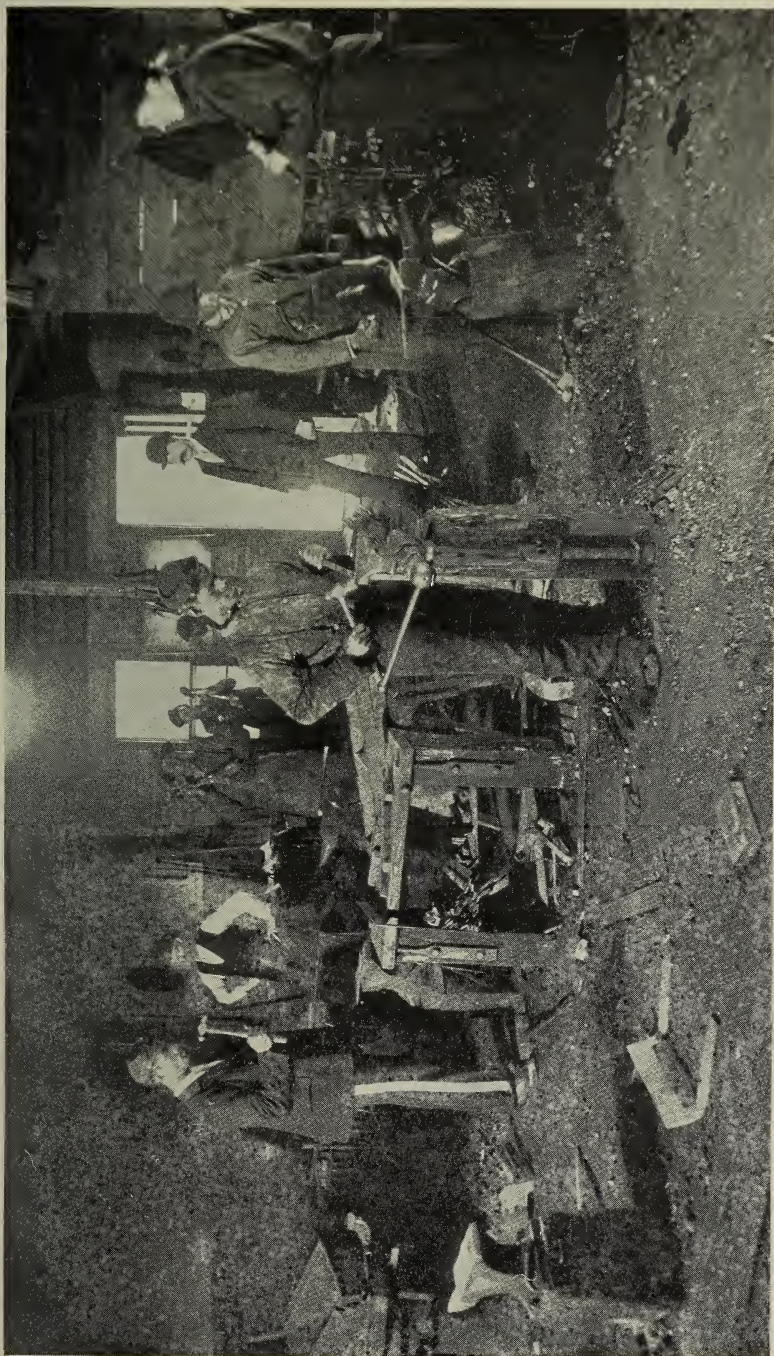
HUNTINGTON INDUSTRIAL WORKS.

These works comprise three departments ; the saw-mill and lumber yard, the planing mill, and the carpenter and cabinet shop.

The saw mill is equipped with a band saw, with steam feed and conveying rolls, and automatic trimmer and slasher; employs about twenty-five men and saws annually six million feet of lumber. This is brought to the mill in rafts, and after sawing is kiln-dried and shipped to various markets.

The planing mill, with its equipment of saws, planers, matching, and moulding machines, is engaged in the manufacture of mouldings, flooring, ceiling, siding, and other house furnishings for the general market, and employs about fifteen men.

The carpenter and cabinet shop employs about ten workmen, and is engaged in the manufacture of window and door frames, sash, doors, mantels, scroll work, and



BLACKSMITH'S SHOP.

other interior and exterior finish, stair work, cabinet work, and, as chests, bookcases, tables, &c. It has an equipment of lathes, circular, jig and band saws, buzz and pony planers, boring, mortising and tenoning machines, cabinet benches and tools.

Yellow and white pine, poplar and hard woods are used.

CARPENTER AND REPAIR SHOP.

This shop is supplied with general carpenter's tools, circular and small saws, upright moulder and mortising machine and employs about twelve workmen.

It has charge of the general repair work of the buildings, of which there are upwards of fifty, and of the furniture connected therewith; manufactures new work;—as easy chairs, desks, tables and other cabinet work, and does a portion of the new building.

PIERCE MACHINE SHOP.

This comprises three departments, the general machine shop, the wood shop, and the blacksmith shop. The two former are run by a forty horse power, Corliss engine.

These shops are engaged in the manufacture of carts, wheelbarrows, trucks, feed cutters, harrows, and corn shellers, and in general machine and repair work.

They are equipped as follows; the machine shop with planer, milling machine and grinder, lathes, drill presses, pipe threading machine, and emery grinder, giving employment to six machinists. The wood shop with circular and band saws, jointer, planer, shaper, hub borers, mortiser, tenoner, horizontal borer and lathe, giving employment to about twelve workmen; the blacksmith shop (largely for power forging) with twelve forges and general blacksmith's tools, drop and trip hammers, combination punch and shears, bulldozer and tirebender, giving employment to ten blacksmiths.

WHEELWRIGHT AND BLACKSMITH SHOP.

This shop, with its two departments, is engaged in manufacturing carriages, wagons and carts for the School and for local trade, in general repair work, and in horse-shoeing.

The wheelwright department has an outfit of general wheelwright tools and benches and employs about eight workmen.

PAINT SHOP.

This shop does all the painting connected with the fifty buildings on the premises, both exterior and interior work, kalsomining and paper hanging; also the painting and finishing of the products of other shops, as carts, barrows, agricultural implements, furniture, sign painting and lettering; upholstering work on chairs and other furniture, mattresses, and the like.

Employment is given to about ten men.

TIN SHOP.

The tin shop has charge of the general tin and stove work connected with the institution,—is the making and repairing of utensils, laying and repairing tin roofing, making and hanging conductors, making stove pipe, setting up stoves, and other shop and general outside repair work.

It furnishes employment to two men and has the ordinary tin shop outfit of tools and appliances.

ENGINEERING DEPARTMENT.

This department has the care of the steam plant for furnishing the steam for power and for heating, also of the water supply. It includes the management of nine boilers, the running of three large and four small engines, the heating of three dry kilns and nearly all the buildings on the premises, the running of the steam pumps connected with the water supply and sewerage, and the laying of water and steam pipes in both new and repair work. It employs an average of seventeen men.

TAILORING DEPARTMENT.

This department employs about twenty tradesmen.

It furnishes the uniforms for the students, manufactures citizen's suits for the School and the outside trade, and does custom work in general, making yearly upwards of 1,500 garments. It also does scouring, pressing, repairing and similar work for the School and for the outside, trade also the designing of patterns.

SHOE SHOP.

The shoe shop is engaged in the manufacture of hand-made shoes, both work shoes and fine grade, pegged and sewed, for the Institution and for outside custom trade, and in general repair work.

It employs about nine tradesmen and has the ordinary outfit of tools and appliances.

HARNESS SHOP.

All the harness work of the Institution is done in this shop, including repairing and making new harness for farm work, driving, &c.

Harnesses are also made to order for outside customers and repair work is done for the public generally.

Carriage trimming, as it is included in carriage repair work, is also done.

The shop has the general supply of tools and appliances and employs an average of five men.

NORMAL SCHOOL PRESS.

The work of this department includes all the School printing, as letter heads, envelopes, circulars, catalogues, outside job work, two monthly publications, and one weekly paper.

The equipment consists of a cylinder press, two job presses, lever cutter, perforator, stabber, card cutter and wire stitching machine.

It employs about twenty men.

FARMING.

The land under cultivation comprises about 700 acres, 100 at the School farm and 600 at the Hemenway farm five miles distant.

Corn and oats are the principal crops, with some hay, potatoes and vegetables.

The farms are stocked with 113 cows, 43 young cattle, 40 horses and several hundred hogs and poultry.

The product of butter, milk and cream from the dairies are used in the School and to supply local trade.

Products from the greenhouse are largely shipped away as are also other surplus products.

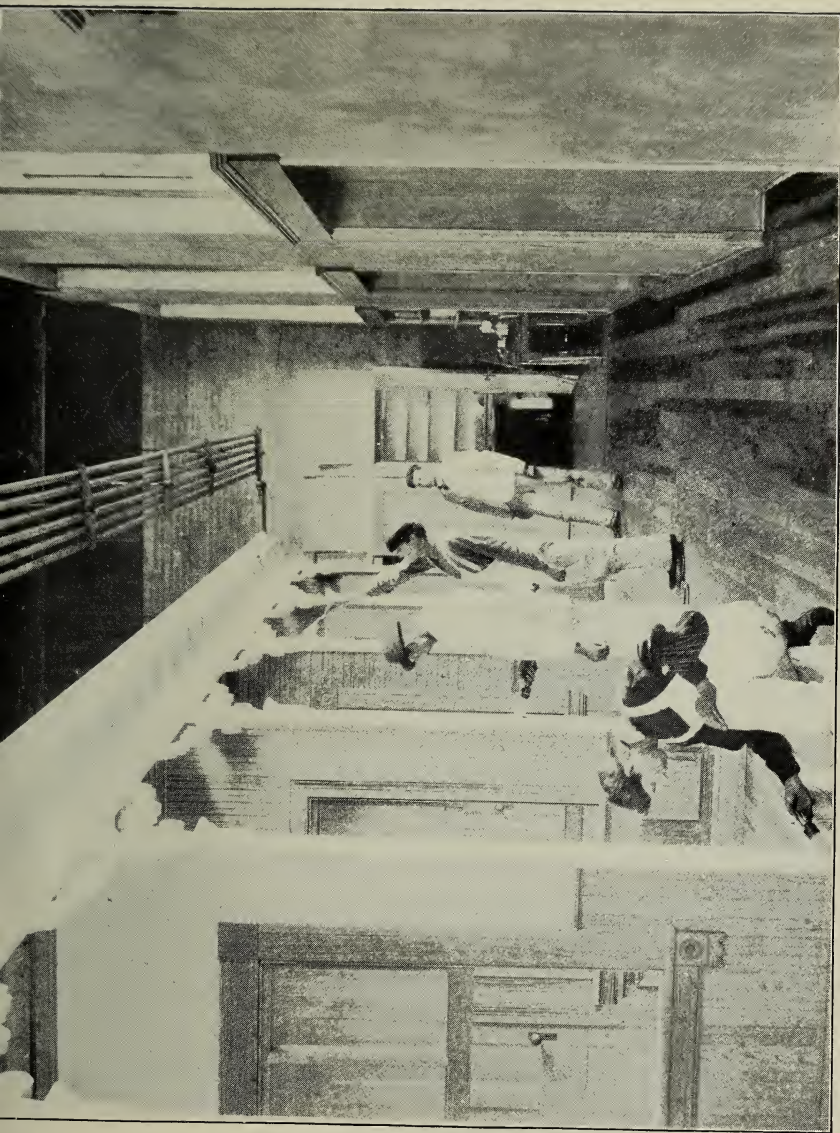
Modern buildings, machinery, and appliances are in use at both farms.

SEWING AND FURNISHING DEPARTMENT.

This department supplies all the bed and table linen, towels, etc., needed by the Institution, and fills orders for shirts and underwear for the young men, and for gymnastics suits, cooking aprons, etc., needed by the young women. It employs about fifteen seamstresses on full time.

HOUSE-WORK, ETC.

Beside the work furnished incidentally in the previously named industries to students working for a credit balance, employment is offered, both to young men and young women, in the various household departments and offices. Young men are employed as waiters, cooks, and helpers in the dining-rooms and kitchens, janitors, laborers about the grounds, orderlies, etc. Young women can find work in the care of rooms and corridors, and in the large steam laundry where the weekly wash of the whole Institution is done, and where the clothes of the young men are mended.



PAINTING ROOM.

Catalogue-1896-97.

STUDENTS.

NORMAL CLASS.

DeCora, Julia	Winnebago Agency, Neb.
McKinney, Fannie C.	Huntington, W. Va.

SENIOR CLASS.

Armell, Josephine	Winnebago Agency, Neb.
Brown, Clara	Farmville, Va.
Conger, Lucy	Yankton, S. Dak.
George, Lucinda	Onondaga Castle, N Y.
Grasty, Lottie	Danville, Va.
Harmon, Mary V.	Hampton, Va
Jones, Evelyn	Hodges Ferry, Va.
Parker, Mary	Hampton, Va.
Perkins, Carrie P.	Charles City C. H., Va
Ragland, Sallie	Virgilina, Va.
Richardson, Ella	Woodstown, N. J.
Rison, Fannie	Danville, Va.
Splttlog, Inez	Cayuga, Ind. Ter.
Wheelock, Rosa	Oneida, Wis.
Allen, Wm. P.	Richmond, Va.
Blackwell, M. H	Baltimore, Md
Borum, Jas. T.	Hayes' Store, Va
Clark, Edward E.	Auburn, Ala.
Clarke, F. W	Smithville, Va.
Crouse, George	Elko, N. Y
Drake, Wilbur A	Montgomery, Ala.
Easley, Paul C.	Huston, Va.
Gilliam, Chas. K.	Clinton, Va.
Grevious, Richard D.	Ware Neck, Va.
Hamler, Edward S.	Hampden Sidney, Va.
Hix, William S	Hurtsville, Va.
Johnston, Gilbert G	Charleston, S. C.
Kenney, John A.	Charlottesville, Va.
Miller, Robt. B.	Burkeville, Va.

Morris, Wm. L	Alberene, Va.
Murrell, Chas. W.....	Jacksonville, Fla.
Oglesby, Mabrey C.....	Statesburg, S. C.
Perkins, Henry J.	Berkeley, Va.
Scott, John J.....	Briery P. O., Va.
Scott, W. W.....	Danville, Va.
Sparks, Spurgeon.....	Cumnor, Va.
Tucker, Benj. E	Blackstone, Va.
Walker, Henry A.	Hurtsville, Va.
Whittaker, Robt. L	Scranton, Miss.

MIDDLE CLASS.

Banks, Victoria.....	Hampton, Va.
Bluford, Mary... ..	Sassafras, Va.
Bright, Anna G	Seldon, Va.
Brown, Mary A.....	Deatonsville, Va
*Brown, Aurelia V	Lynchburg, Va.
Burley, Amy.....	Stony Point, Va,
*Carter, Rosa.....	Gloucester C. H., Va.
Cook, Nora	Wood's X Roads, Va.
Cooper, Mary	Henderson, N. C.
Cross, Alice.....	Reedy, Va.
Davis, Lulu A.....	Reedy, Va.
Davis, May.....	Bridgeport, Conn.
Day, Lucy H.....	Jetersville, Va.
Eure, Martha.....	Willow, N. C.
George, Helen	Irving, N. Y.
Gilbert, Lelia.....	Chicago, Ill.
Harris, Jane	Calhoun, Ala.
Jarvis, Lutie.....	Hampton, Va.
Johnson, Emily E.....	Hodge's Ferry, Va.
Kariho, Naomi.....	Tiff City, Mo.
Major, Helena.....	Phœbus, Va.
Medley, Hattie.....	So. Boston, Va.
Melia, Maude	Baltimore, Md.
Miller, Addie G.....	Portsmouth, Va.
Patterson, Kate.....	Sanborn, N. Y.
Quinney, Louisa	Gresham, Wis.
Rivers, Eliza.....	Hampton, Va.
Robinson, Rosa.....	Greendower, Va.

*Left before close of term.

Ross, Nannie L.....	Salem, Va.
Scott, Sadie.....	Cobham, Va.
Sookens, Magnolia.....	Farmville, Va.
Swayney, Arizona.....	Cherokee, N. C.
*Talbot, Alice.....	Forest Depot, Va.
Wall, Bettie A.....	Lunenburg C. H., Va.
Whitecrow, Clara.....	Tiff City, Mo.
Wilson, Lulie V.....	Norfolk, Va.
Wright, Alice.....	Churchland, Va.
Ankle, Matthew	Standing Rock, N. Dak.
Barnette, Vascar G.....	Lynchburg, Va.
Bishop, Lucius	Versailles, N. Y.
Bowman, Peter E.....	Blackstone, Va.
Byrd, John H.....	Temperanceville, Va.
Carper, James C.....	Phœbus, Va.
Carter, W. H.....	Gloucester C. H. Va.
Chappelle, John W.....	Berlin, Va.
Collins, Thos. W.....	Bird's Nest Station, Va.
Dickerson, Wm. H. M.....	Springfield, Mass.
Elm, Andrew	Oneida, Wis.
Fielder, Henry W.....	Forest City, S. Dak.
Flagg, Chas. E.....	Montgomery, Ala.
Frye, J. L.....	New Prospect, S. C.
Goode, Chas. R.....	Boonesboroug h, Va.
Goodman, W H.....	Bower Hill, Va.
Harris, Wm H.....	Pikesville, Md.
Harris, Wm. W	Matthews C. H.
Johnson, Edward A	Shawsville, Va.
Jones, Guy W.....	Santee, Neb.
Lambert, Jesse B.....	Cherokee, N. C.
Lancaster, Samuel C.	Farmville, Va.
Lee, Alonzo.....	Cherokee, N. C.
Lewis, Jas. H.....	Blenheim, Va.
Marable, G. C.....	Brooklyn P. O., Va.
Nelson, Hamlin..	Roanes, Va.
Oliver, Robert H	Yorktown, Va.
Pollard, Robt. Jones	Woods X Roads, Va.
Riddick, Daniel.....	Nimmo, Va.
Rose, Edward T.....	Savannah, Ga.
Rouillard, Alex. M	Santee, Neb.

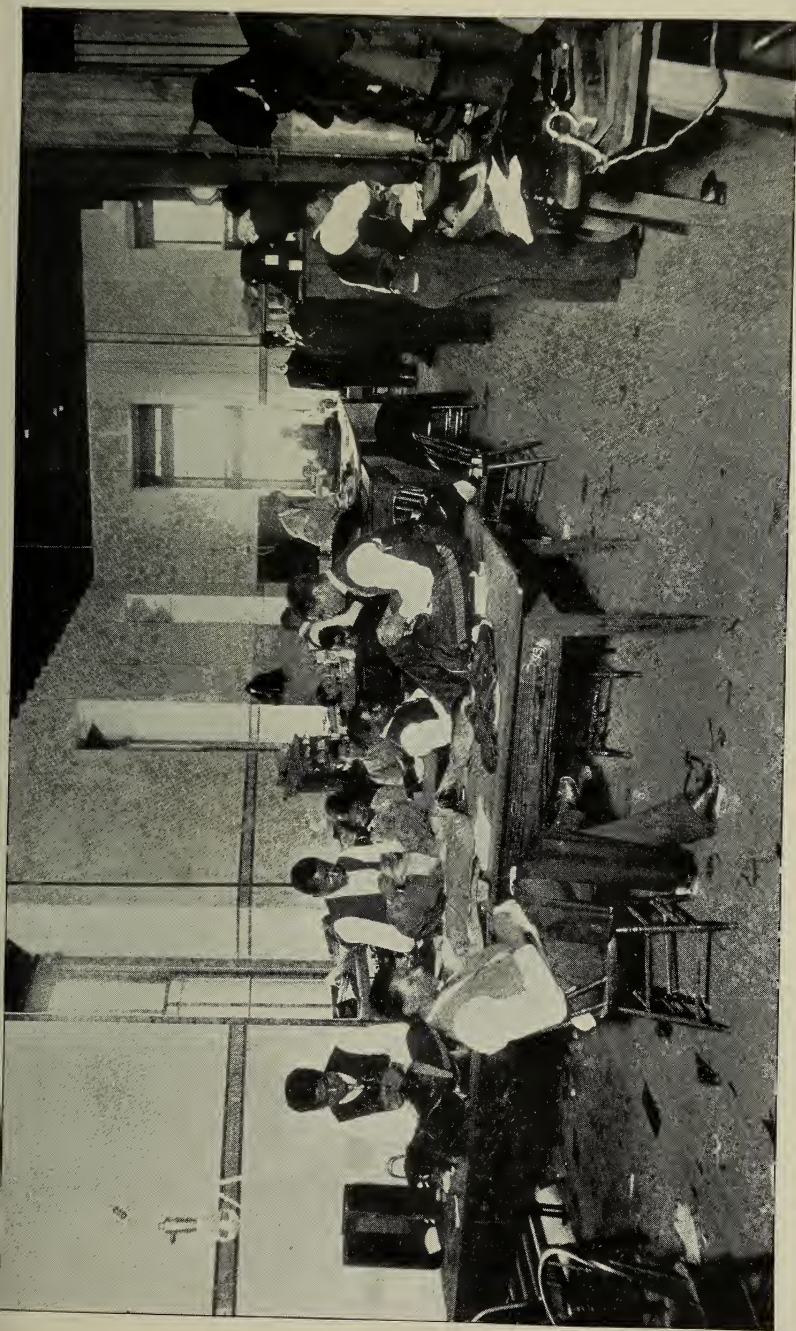
*Left before close of term,

Seals, Henry W.....	Glade Springs, Va.
Smith, Fred W.....	Brooklyn, N. Y.
Smith, Larry	Harrington, Del.
Stephens, Wm. G.....	Dawson Ga.
Sully, Edward T.....	Manchester, Va.
Taylor, Zach. P.....	Wilmington, N. C.
Turkey, De Forest H.....	Brant Center, N. Y.
Tynes, Chas. H.....	Norfolk, Va.
Walker, Joseph.....	Augusta, Ga.
Walker, John H	Locust Hill, Va.
Walker, John G ...	Fort Defiance, Ariz.
Wesley, Geo. K.....	Machipongo, Va.
Williams, John H.....	Atlas, Va.

JUNIOR CLASS.

Alexander, Araminta.....	Palmers' Springs, Va
Allen, Gertrude.....	Newport News, Va
Anderson, Annette.....	Ark P. O. Va.
*Anderson, Mary B.	Plainfield, N. J.
Baird, Phoebe.....	Oneida, Wis.
Bourke, Elvira	Savannah, Ga.
*Bray, Pauline.....	Cranesville, Ga.
Brock, Rosille.....	Newport News, Va.
Bush, Emma.....	Washington, D. C.
Calloway, Laura	Brooklyn, N. Y.
Campbell, Lucy.....	Savannah, Ga.
Carlow, Lizzie.....	Pine Ridge, S. Dak.
Cary, Tempie.....	Esmont, Va.
Clark, Maggie	Newberne, Va.
Copeland, Lelia.....	Suffolk, Va.
Cornelius, Elizabeth ..	Oneida, Wis.
Cosby, Martha	Houston, Va.
Cuffee, Sarah J. E.....	Grassfield, Va.
Dickerson, Pearl.....	Deans, Va.
Dunn, Elizabeth.....	Baltimore, Md.
Faulk, Alcora.....	Savage Crossing, Va.
*Fitzgerald, Cora.....	Blackstone, Va.
Francis, Emma J.....	No. Danville, Va.

*Left before close of term.



IN THE TAILORING DEPARTMENT.

Freeman, Rosa E.....	Salem, Va.
Freeman, Etta G	Handsom's Depot, Va.
French, Julia	Hampton, Va.
Frenchman, Annie	Winnebago, Neb.
Fuller, Elenora	Norfolk, Va.
Gregory, Susan	Bristol, Tenn.
Ground, Lillian.....	Akron, N. Y.
Harris, Isabella M	Calhoun, Ala.
Harmon, Mamie M	Keeler, Va.
Haskins, Lelia	Truhart, Va.
Henson, Sarah	Townsend, Del.
Holcomb, Hallie.....	Adriance P. O. Va.
Holmes, Mattie.....	Hampton, Va.
*Humbles, Mary.....	Lynchburg, Va.
Hunter, Olive.....	Hampton, Va.
Jones, Sarah A.....	Hodge's Ferry, Va.
Kemp, Martha	Ordinary, Va.
Langhorne, Laura	Lisbon, Va.
Lee, Julia.....	Cherokee, N. C.
Lively, Victoria.....	Hampton, Va.
Marsh, Ida.....	Sandy Ridge, Ala.
McMillan, Lucinda	Jacksonville, Fla.
Miller, Rosa	Gresham, Wis.
Miller, Ida	Gresham, Wis.
Morton, Clara	Norfolk, Va.
Morford, Hattie	West Brattleboro, Va.
Morsom, Mamie	Phœbus, Va.
Mundy, Genie	Hampton, Va.
Myers, Fannie	Phœbus, Va.
Nelson, Ida	Gloucester C. H., Va.
Nottingham, Martha.....	Cheapside, Va.
Norfleet, Louise M.....	Huntersville, Va.
Palmer, Lucinda	Clay Bank, Va.
Peters, Nellie.....	Gresham, Wis.
Peyton, Hester.....	Portsmouth, Va.
Powless, Cora	Oneida, Wis.
Price, Ada.....	Priddy's, Va.
Pride, Annie.....	Lynchburg, Va.
*Sadler, Lucy	Lynchburg, Va.
*Saunders, Mary.....	Hampton, Va.

*Left before close of term.

Scott, Emma C	Selden's P. O., Va.
Seldon, Maggie	Kinsale, Va.
Smith, Martha	Hampton, Va.
Smith, Hallie....	Zanoni, Va.
Stokes, Mary M.....	Blackstone, Va.
Taliaferro, Helen....	Gloucester C. H., Va.
Todd, Nettie.....	East Lexington, Va.
Truehart, Emma.....	Hampton, Va.
Turner, Eliza ..	Phœbus, Va.
Turner, Frances	Phœbus, Va.
Tyson, Mary	Phœbus, Va.
Wade, Sallie	Charleston, W. Va.
Walker, Mary E	Hurtsville, Va.
Wambdisum, Susan	Santee, Neb.
Wheelock, Lydia	Oneida, Wis.
White, Florence	Houston, Va.
Wilder, Beulah	Washington, D. C.
Williams, Sallie	Ware Neck, Va.
Williams, Mary.....	Raymond City, W. Va.
Williams, Cornelia	Riddicksville, N. C.
Wrenn, Lucy.....	Reynor P. O., Va.
Wyatt, Fannie.....	Roane's P. O., Va.
Armell, Louis H	Winnebago, Neb.
Baird, Chauncey.....	Oneida, Wis.
Baker, Harvey... ..	Richmond, Va.
Barksdale, F. V.....	Dominion, Va.
*Barlow, Thos.....	Washington, D. C.
*Bolling, Thos. A.....	Hampton, Va.
*Brooks, Benj.....	Oldtown, Me.
Chappelle, Peter	Berlin, Va.
Cole, William H.....	North View, Va.
Couch, John J	Chase City, Va.
Cralle, Joseph F	McFarland's P. O, Va.
Crowe, Wesley R	Cherokee, N. C.
Davis, Henry W.....	Palmer's Springs, Va.
Derrick, Jacob.....	New York, N. Y.
Diamond, John C.	Adriance, Va.
Elliott, Isaiah.....	Boston, Mass.
Ellis, Frank A.....	James River P. O., Va.
Evans, John S.....	Ware Neck, Va.

*Left before close of term.

Farmer, Wm. B	Clay's Mill, Va.
Frost, Charles A	Omaha, Neb.
Goldsborough, F. D	Skepton, Md.
Graves, Edward J	Prince George C. H., Va.
Grigsby, Wm	Lexington, Va.
*Hammi, Robt. P	Flushing, N. Y.
Hill, Jesse	Akron, N. Y.
Hobbs, Daniel C	Drewryville, Va.
Hopper, Owen H	Deep Creek, Va.
Huckaber, C. L	Greensboro, Ala.
Humbles, Wm. B	Lynchburg, Va.
Johnson, Fred	Cheyenne River, S. Dak.
Jones, Spottswood R.	Blenheim P. O. Va
Jones, Chas. H	Spring Mills, Va.
Jones, Stephen	Santee, Neb.
Kendrick, Abram	Bristol, Tenn.
Kennedy, F. A	Versailles, N. Y;
Lancaster, Geo. C	Farmville, Va.
Lewis, Edgar D	Bristol, Va.
Lewis, Alexander	Matthews C. H., Va.
Lightfoot, Edward A	Plainfield, N. J.
McLaurin, Chas. F	Richmond, Va.
McQuay, E. A	Still Pond, Md.
Miller, Wellington	Gresham, Wis.
Miller, Fred	Gresham, Wis.
Miller, Carl	Gresham, Wis.
Moon, Alex. T	Mount Landing, Va.
Payne, Alexander	Winnebago, Neb.
Powless, Purcell	Oneida, Wis.
Pride, Oscar H	Lynchburg, Va.
Robinson, S. Wm	Cookoo, Va.
Sadgwar, Daniel	Washington, D. C.
Saunders, Chas. H	Chester, S. C.
Sawyer, Allen	Cherokee, N. C.
Sessoms, M. P	Powersville, N. C.
Sickles, Samuel	Oneida, Wis.
Skenandore, Anderson-2	Oneida, Wis.
Smith, Matthew J	Richmond, Va.
Starks, Benette M	Eagle Rock, Va.
Stotts, Harry	Ivy City, D. C.
Stovel, Geo. B	East Paget, Bermuda

*Left before close of term.

Taylor, Daniel M	Bristol, Va.
*Thomas, Harry A.....	Baltimore, Md.
Thompson, Lee D.....	Irvington, Ky.
Thorne, William.....	Somersville, S. C.
Webster, Isaiah.....	Oneida, Wis.
Weston, Henry.....	Henderson, Ky.
Wharton, Geo. E.....	Metompinkin, Va.
Whiting, Chas. H.....	Zanoni P. O. Va.
Wilkins, G. S.....	Hyco, Va.
Wilson, Lewis E	Portsmouth, Va.
Wilson, Jas. N.....	Jacksonville, Fla.
Young, Wm. H.....	Snow Hill, Md.

NIGHT SCHOOL.

SENIOR CLASS

Conway, Geo. K.	Washington, D. C.
George, Samuel.....	Irving, N. Y.
Isham, Chas. S	Richmond, Va.
Madison, Eugene	Austin, Tex.
McNeil, Walter S....	Bastrop, Tex.
McNeil, Aug. C	Bastrop, Tex.
Moore, Levi V	Austin, Tex.
Robinson, B. H.....	Florence, Ga.
Starnes, A. J	New Orleans, La.
Wright, Geo. D.....	Washington, D. C.

MIDDLE CLASS

Braxton, Eva C	Belle Roi, Va.
Pace, Annie Marie.....	Covington, Ga.
Bell, Spencer, H.....	Memphis, Tenn.
Bolden, Thos. J.....	Sassafras, Va.
Bowens, Thos S.....	Pocahontas, Va.

*Left before close of term.

Clements, Geo. W.....	Fort Payne, Ala.
Coles, Matthew.....	Crystal, Va.
*Davis, Milton.....	Phœbus, Va.
Edwards, J. Hill.....	Nashville, N. C.
Evans, Cephas M.....	Ware Neck, Va.
Evans, Robt. H.....	Farmville, Va.
Gaines, Effinger W.....	Tyro, Va.
Gill, Lee A.....	Washington, D. C.
Jackson, Jas. L.....	Carlisle, Penn.
Johnson, Samuel S.....	Lynchburg, Va.
Johnson, John A.....	Petersburg, Va.
Jones, J. Frederick.....	Williamsport, Penn.
Langford, T. E.....	Poticase, N. C.
Lawson, Jas. L.....	North Garden, Va.
Lemon, Revedee.....	Sassafras, Va.
Lindsay, Wm. E. G.....	Richmond, Va.
Madison, Wm. O.....	Austin, Tex.
Miller, Hezekiah.....	Wilmington, N. C.
Mosby, J. W. H.....	Negro Foot, Va.
Owens, Jas. E.....	Gilmanton Va.
Patterson, Jas. Z.....	New Kent C. H., Va.
Roberts, Victor.....	St. Louis, Mo.
Robinson, Henry.....	Phœbus, Va.
Schiller, Garlein.....	Starke, Fla.
Selden, Junius.....	Clay Bank, Va.
Snelson, Chas. A.....	Savannah, Ga.
Thomas, Jas. H.....	Portsmouth, Va.
Tucker, Samuel T.....	Blackstone, Va.

JUNIOR CLASS.

Annis, Marcelia.....	Belle Haven, Va.
Armstrong, Dora E.....	Brunswick, Ga.
Banks, Louisa F.....	Earleysville, Va.
Banks, Elnora.....	Lynchburg Va.
Barrett, Nancy W.....	Hat Creek, Va.
Berkeley, Almetra.....	Jetersville, Va.
Black, Blanche.....	Sewall's Pt., Va.
Bluford, Florence A.....	Sassafras, Va.

*Left before close of term.

Boggs, Sarah A.....	Baltimore, Md.
Booth, Jennie Dee.....	Roane's, Va.
Brown, Cornelia	Bridgeport, Conn.
Brown, Mary M. L.	Brooklyn, N. Y.
Bruce, Lillie J.....	Hollins, Va.
Burgess, Mattie.....	Warrenton, N. C.
Butler, Louise	Greenville, Ala.
Callahan, Edmonia	Smithville, Va.
Carey, Estelle.....	Winifred, W. Va.
Chadwell, Martha.....	Williamstown, Mass.
Cole, Mamie V	Washington, D. C.
Connor, Sarah E.....	Prospect Dale, Va.
Connor, Annie L	Prospect Dale, Va.
Davies, Rosa	Augusta, Ga.
Dixon, Lesteller.....	Lynchburg, Va.
Duiguid, Alla.....	Newport News, Va.
Edmunds, Earnie.....	Sutherlin, Va.
Elliott, Missouri	Bermons, Va.
Fauntleroy, Annie.....	Hampton, Va.
*Ferguson, Henrietta....	Lynchburg, Va.
Gavin, Addie	Gilmerton, Va.
Glass, Effie	Danville, Va.
Goode, Mary M.....	Philadelphia, Penn.
Green, Massie	Pekin, N. C.
Hartsfield, Etta	Raleigh, N. C.
Hutcherson, Ardelia	Lynchburg, Va.
Jackson, Cornelia A	Williamsburg, Va.
Jenkins, Emeline.....	Newport News, Va.
Jones, Mattie E.....	Newport News, Va.
Ligon, Laura	Montgomery, Ala.
Mackey, Aginora.....	Berkeley, Va.
Mercer, Mary.....	Washington, D. C.
Mitchell, Sarah	Cobham, Va.
Nicholas, Carrie	Earleysville, Va.
*Nunn, Mary.....	Durham, N. C.
Oliver, Iola	Birmingham, Ala.
Payne, Laila	Danville, Va.
Phillips, Kate A, W	Brunswick, Ga.
Pogue, Pauline.....	Trenton, N. J.
Ross, Margaret M	New Upton, Va.

*Left before close of term.

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Smith, Maggie V...	Hampton, Va.
Stroud, Mary L.....	No. Adams, Mass.
Walden, Lottie S	Farmville, Va.
Washington, Mary E.....	Grafton, Va.
Washington, Mary J.....	New Upton, Va.
Wilcher, Clarice.....	Charleston, W. Va.
Wilkerson, Frances	Newport News, Va.
Williamson, Rorabel A....	Rustburg, Va.
Alexander, Nathan D ..	Palmer's Springs, Va.
Allen, John H.....	Durham, N. C.
Anderson, Leslie M.....	Abingdon, Va.
Anderson, Roscoe C	Utica, N. Y.
*Baker, Wm. Hayes....	Williamsburg, Va.
Bassett, Cæsar ...	Hampton, Va.
†Beasley, Ferdinand	Savannah, Ga.
Beckwith, Jas. H....	Poolesville, Md.
Beverly, Robert H	Bull Run, Va.
Bigger, Lee A.....	Norfolk, Va.
Blount, Geo. W.....	Henderson, N. C.
Bolling, Edwin W.....	Atlas, Va.
Bolling, Wm	Brooklyn, N. Y.
Bransford, Hugh ..	Springfield, Tenn.
Brown, Henry E.....	Brooklyn, N. Y.
Brown, Geo. W. W.....	Richmond, Va.
Burrell, Wm. S	Lawyers P. O., Va.
Carper, Robert A.....	Phœbus, Va.
Carr, Thos. A.....	Charleston, S. C.
Carr, Cornelius	Calhoun, Ala.
Carter, Chas. S.....	Grahamsville, N. C.
Chappell, Chas. K.....	Knolles P. O. Va.
Clark, Jas. N	Petersburg, Va.
Coles, Robt, A.....	Charlottesville, Va.
Collins, Geo. S ..	Norfolk, Va.
Cooper, Robt. B	Savannah, Ga.
Cooper, Jas. R ..	Henderson, N. C.
Corbin, Henry.....	Washington, D. C.
Corprew, M. D.....	Great Bridge, Va.
Cousins, B ...	Jennings Ordinary, Va.
Cralle, Richard A.....	McFarlands P. O. Va.
Davis, Frank	Durham, N. C.
Denson, Sam'l H	Pocahontas, Va.
Dorsey, Eugene P.....	Washington, D. C.

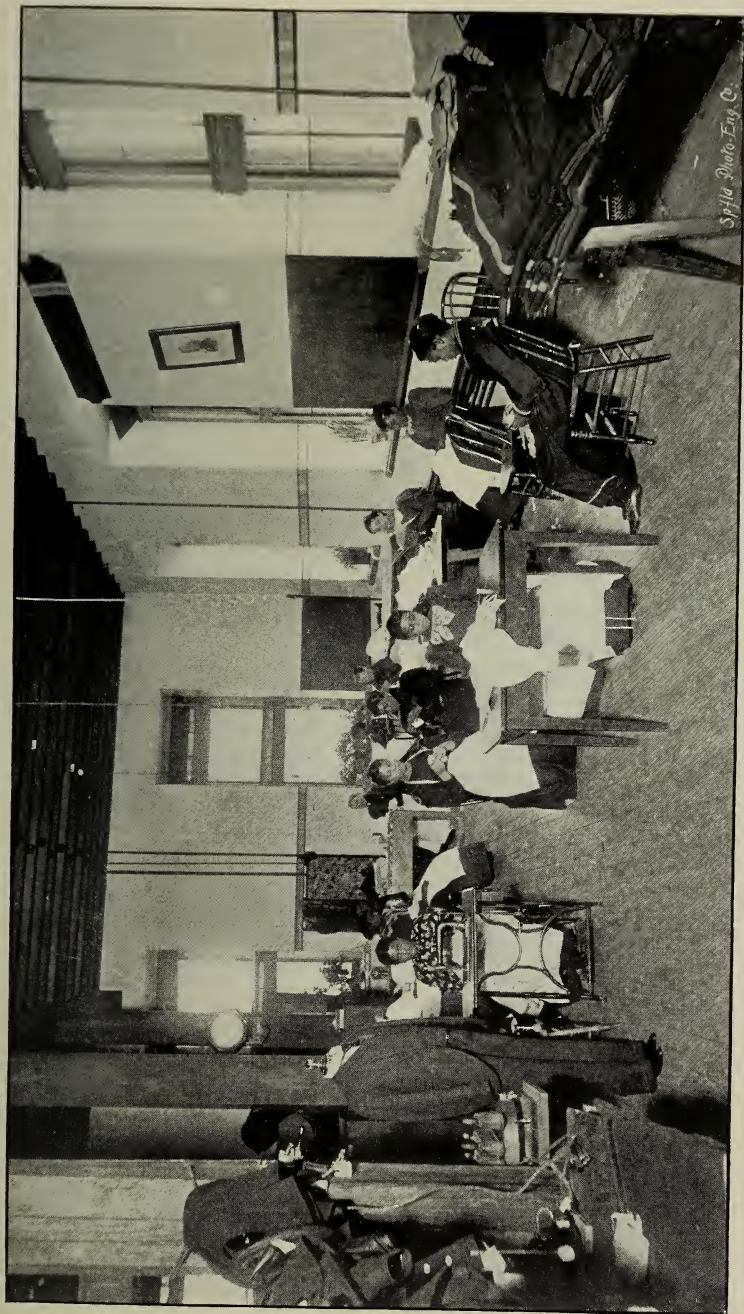
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42
91
133

Dorkins, Wm. H.....	Pittsburg, Pa.
Douglass, Jacob R.....	St. Louis, Mo.
Dudley, Frank.....	Norfolk, Va.
Edwards, Jas, W.....	Savannah, Ga.
Embry, Sam'l.....	Stamford, Ky.
Epps, Thos. E.....	Norfolk, Va.
Fisher, Wm. H.....	Portsmouth, Va.
Flippin, Jos. O.....	Richmond, Va.
Frazier, Frederick.....	Bridges P. O., Va.
Garrett, Adolphus.....	Govanstown, Md.
Green, Ausbon.....	Warrenton, N. C.
Griffin, John W.....	Elliston, Va.
Guthrie, Jas. H.....	Zanoni, Va
Harrison, Chas.....	Letohatchie, Ala.
Hazelwood, Wm. J.....	Zion, Ky.
Henderson, Louis R.....	Hampton, Va.
Hill, Willis M.....	Norfolk, Va.
Howard, Wm. B.....	Dogue P. O., Va.
Howard, Walter E.....	Ark P. O., Va.
Hunter, Josiah E.....	Hampton, Va.
Jackson, Henry.....	Florence, Ga.
Jackson, Emmett G.....	Washington, D. C.
Johnson, Thos. S.....	King William C. H., Va.
Johnson, Frank H.....	Phœbus, Va
Jones, Geo. H.....	Govanstown, Md.
Jones, Edwin Thos.....	Bedford Springs, Va.
Jones, Walter D.....	Richmond, Va.
Jones, Jas. R.....	Savannah, Ga.
Joyce, Chas. H.....	Washington, D. C.
Kennedy, Walter.....	Versailles, N. Y.
Kennedy, John E.....	Mayville, Tenn.
King, Frederick J.....	Achilles, Va.
*Lively, Elias A.....	Hampton, Va.
Luck, Winston.....	Danville, Va.
Menkel, Alex.....	Gaboon, West Africa
Merriman, Geo. T.....	Henderson, N. C.
Metoxen, Wilson.....	Oneida, Wis.
Morse, Chas. L.....	Colleen, Va.
Morson, Richard.....	Clarksville Va.
Morse, Warren W.....	Denbigh, Va.

*Left before close of term.



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SEWING-ROOM.

Morton, Harry J.	Langley P. O., D. C.
Myers, Hugh H.	Phœbus, Va.
Nicholas, Geo. W.	Govanstown, Md.
Nicholas, Eldridge.	Lynchburg, Va.
Noble, Paul H.	Savannah, Ga.
Norton, Harry	Ware Neck P. O. Va.
Peake, Emmett M.	Hampton, Va.
Pegram, Peter.	Stony Creek, Va.
Pinkett, Wm. W.	Baltimore, Md.
Pitchford, Algie	Jetersville, Va.
Pratt, Wm. C.	Durham, N. C.
Price, John O.	Camp Nelson, Ky.
Richardson, John L.	Clay's Mill, Va.
Richardson, John H.	Savannah, Ga.
Robinson, J. S. A.	Huntersville, Norfolk, Va.
Robinson, Cornelius F.	Lang'ey, Va.
Robinson, Wm. H.	Burwellsville, Va.
Rodgers, Frank H.	Philadelphia, Penn.
Roker, Augustus	Nassau, New Providence, W. I.
Russell, Chas. T.	Richmond, Va.
Saunders, John E.	Selden's Va.
Savage, Jos. R.	Nassawadox, Va.
Scott, O. G. H.	Morrisville, Penn.
Skenandore, Elias T.	West Depere, Wis.
Smith, Thos. H.	Washington, D. C.
Smith Henry R.	Cincinnati, Ohio
Smith, R. B. H.	Cheyney Shops, Penn.
Sparks, Stephen D.	Stevensville, Va.
Speed, Robt. L.	Averett, Va.
Sprague, H. D.	Takoma Park, D. C.
Stiles, Howard.	Savannah, Ga.
Swett, Robt. A.	Wilmington, N. C.
Tate, Ezekiel G.	Savannah, Ga.
Toler, Robt. J.	Goldsboro, N. C.
Tonkins, Wm. H.	Roanes, Va.
Turner, Chas. H.	Kenmore, Va.
Washington, John W.	Steelton, Penn.
Watts, Alias C.	Portsmouth, Va.
Webster, Isaac.	Oneida, Wis.
West, Frank L.	Macon, Ga.
White, Wm. Thos.	Hobbsville, N. C.

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 91 \\
 173 \\
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 214 \\
 9 \\
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 223
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Wilson, Wm. H	Bower Hill, Va.
Wilkins, Nicholas	Smoky Ordinary, Va.
Williams, Patrick J.....	Greenwood, S. C.
Williams, H. B.....	Richmond, Va.
*Williams, Jos. B.....	Newberry, S. C.
Wilson, Fred C.....	Deep Creek, Va.
Witcher, Jos. H.....	Chatham, Va.
Wynn, R. L	Blackstone, Va.
Young, E. E.....	Palmer's Springs, Va.

PREPARATORY GRADES

Cademy, Matilda A.....	Shanghai, Va.
Crocker, Lucy A.....	Portsmouth, Va.
Earlie, Mamie P.....	Farmville, Va.
Farrar, Meta L.....	Jennings Ordinary, Va.
Faulk, Eva L	Suffolk, Va.
Ford, Bettie D	Jetersville, Va.
Henderson, Mary E.....	Norfolk, Va.
Jones, Robertha A	Lynchburg, Va.
Moore, Sarah L. V.	Sutherlin, Va.
Pattee Artelia	Hollins P. O. Va.
Walden, Rebecca.....	Henderson, N. C.
Wright, Sadie V.....	Denbigh, Va.
*Braxton, John J.....	Richmond, Va.
Carter, Lucius A.....	Milledgeville, Ga.
Chandler, Sandy	Clays Mill, Va.
Coston, William	Hertford, N. C.
Goode, Giles G	Boonesborough, Va.
Griffin, Giles W.....	Elliston, Va.
Grier, Jesse H	Bristol, Tenn.
*Hagins, Robt. H.....	Newport News, Va.
Hamilton, Robt. R	South Boston, Va.
Harvey, Abram C.....	Portsmouth, Va.
Hill, John W	Oneida, Wis.
Jackson, Geo. H.....	Lincoln, Va.
Jackson, B. F. W.....	Candem, S. C.
Jones, Oscar R.....	Ridge Church, Va.
Knight, Henry W.....	Hobbsville, N. C.
Long, George	Winnebago Agency, Neb.
Martain, Jos. D.....	Judas P. O., Va.

*Left before close of term.

Martin, Fred P.	Asheville, N. C.
Metoxen, Joshua.....	Oneida, Wis.
Metoxen, Cornelius.....	Depere, Wis.
Miller, William S.....	Portsmouth, Va.
Moore, William E.....	Newport News, Va.
Parker, Moses G.....	King George C. H., Va.
Saunders, Jas. E.	Henderson, N. C.
Savage, Chas. D.....	Metompkin, Va.
Smith, Daniel C.....	Williamsburg, Va.
Spence, James H.	Norfolk, Va.
Terry, David H.....	Danville, Va.
Thompson, William H.....	Harman's P. O., Md.
Thorogood, Wm. P.....	Norfolk, Va.
Truehart, David S.....	Afton, Va.
Warren, Jas. W. ...	Fire Creek, W. Va.
Wilford, Willis..	Hertford, N. C.
*Williams, M. G.	Asheville, Fla.
Wilkins, Henry	Calhoun, Ala.
Womack, Wm. H.....	Darlington Heights, Va.

*Left before close of term.

INDIAN STUDENTS.

NORMAL CLASS

De Cora, Julia.....	<i>Winnebago</i>	Winnebago, Neb.
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SENIOR CLASS

Armell, Josephine.....	<i>Winnebago</i>	Winnebago, Neb.
Conger, Lucy.....	<i>Sioux</i>	Yankton, S. D.
George, Lucinda.....	<i>Onondaga</i>	Onondaga Castle, N. Y.
Split Log, Inez.....	<i>Seneca</i>	Quapaw, Ind. Ter.
Wheelock, Rosa.....	<i>Oneida</i>	Green Bay, Wis.
Crouse, George ...	<i>Seneca</i>	Alleghany, N. Y.

MIDDLE CLASS

George, Helen.....	<i>Seneca</i>	Cattaraugus, N. Y.
Kariho, Naomi.....	<i>Seneca</i>	Quapaw, I. T.
Patterson, Kate.....	<i>Tuscarora</i>	Tuscarora, N. Y.
Quinney, Louisa.....	<i>Stockbridge</i>	Green Bay, Wis.
Swayney, Arizona.....	<i>Cherokee</i>	Cherokee, N. C.
White Crow, Clara.....	<i>Seneca</i>	Quapaw, I. T.
Ankle, Matthew.....	<i>Sioux</i>	Standing Rock, N. D.
Bishop, Lucius.....	<i>Seneca</i>	Cattaraugus, N. Y.
Elm, Andrew.....	<i>Oneida</i>	Green Bay, Wis.
Fielder, Henry.....	<i>Sioux</i>	Cheyenne River, S. D.
Jones, Guy.....	<i>Sioux</i>	Santee, Neb.
Lambert, Jesse.....	<i>Cherokee</i>	Cherokee, N. C.
Lee, Alonzo.....	<i>Cherokee</i>	Cherokee, N. C.
Rouillard, Alex.....	<i>Sioux</i>	Santee, Neb.
Turkey, De Forest...	<i>Seneca</i>	Cattaraugus, N. Y.
Walker, John.....	<i>Navajo</i>	Fort Defiance, Ariz.

JUNIOR CLASS

<i>Name.</i>	<i>Tribe.</i>	<i>Reservation.</i>
Baird, Phoebe	<i>Oneida</i>	Green Bay, Wis.
Carlow, Lizzie	<i>Sioux</i>	Pine Ridge S. D.
Cornelius, Eliz	<i>Oneida</i>	Green Bay, Wis.
Frenchman, Annie	<i>Winnebago</i>	Winnebago, Neb.
Ground, Lilly ..	<i>Seneca</i>	Tonawanda, N. Y.
Lee, Julia	<i>Cherokee</i>	Cherokee, N. C.
Miller, Ida	<i>Stockbridge</i>	Green Bay, Wis.
Miller, Rosa	<i>Stockbridge</i>	Green Bay, Wis.
Peters, Nellie...	<i>Stockbridge</i>	Green Bay, Wis.
Powless, Cora.....	<i>Oneida</i>	Green Bay, Wis.
Wambdisun, Susan.....	<i>Sioux</i>	Santee, Neb
*Wheelock, Lydia.....	<i>Oneida</i>	Green Bay, Wis.
Armell, Louis ..	<i>Winnebago</i>	Winnebago, Neb.
Baird, Chauncey	<i>Oneida</i>	Green Bay, Wis.
Crowe, Wesley ..	<i>Cherokee</i>	Cherokee, N. C.
Frost, Chas.	<i>Omaha</i>	Omaha, Neb.
Hill, Jesse ..	<i>Seneca</i>	Tonawanda, N. Y.
Johnson, Fred.....	<i>Sioux</i>	Cheyenne River, S. D.
Jones, Stephen....	<i>S oux</i>	Santee, Neb.
Kennedy, Francis.....	<i>Seneca</i>	Cattaraugus, N. Y.
Miller, Carl....	<i>Stockbridge</i>	Green Bay, Wis.
Miller, Fred	<i>Stockbridge</i>	Green Bay, Wis.
Miller, Wellington	<i>Stockbridge</i>	Green Bay, Wis.
Payer, Alex.....	<i>Winnebago</i>	Winnebago, Neb.
Powless, Purcell.....	<i>Oneida</i>	Green Bay, Wis.
Sawyer, Allen ..	<i>Cherokee</i>	Cherokee, N. C.
Skenandore, Anderson.....	<i>Oneida</i>	Green Bay, Wis.
Sickles, Samuel.....	<i>Oneida</i>	Green Bay, Wis.
Webster, Isaiah....	<i>Oneida</i>	Green Bay, Wis.

NIGHT SCHOOL.

<i>Name</i>	<i>Tribe</i>	<i>Reservation.</i>
George, Samuel ..	<i>Seneca</i>	Cattaraugus, N. Y.
Hill, John W.....	<i>Oneida</i>	Green Bay, Wis.
Kennedy, Walter	<i>Seneca</i>	Cattaraugus, N. Y.
Long, George ..	<i>Winnebago</i>	Winnebago, Wis.
Metoxen, Cornelius	<i>Oneida</i>	Green Bay, Wis.
Metoxen, Joshua.....	<i>Oneida</i>	Green Bay, Wis.
Metoxen, Wilson.....	<i>Oneida</i>	Green Bay, Wis.
Skenandore, Elias ..	<i>Oneida</i>	Green Bay, Wis.
Webster, Isaac.....	<i>Oneida</i>	Green Bay, Wis.

*Left before close of term.

Cornelius, Jerusha	<i>Oneida</i>	Green Bay, Wis.
Hill, Eliza	<i>Oneida</i>	Green Bay, Wis.
Peters, Bessie	<i>Stockbridge</i>	Green Bay, Wis.
Saunooke, Nancy	<i>Cherokee</i>	Cherokee, N. C.
Skenandore, Marian	<i>Oneida</i>	Green Bay, Wis.
Thomas, Mary Ann	<i>Oneida</i>	Green Bay, Wis.
Blythe, Arch	<i>Cherokee</i>	Cherokee, N. C.
*Climbing Bear, D	<i>Cherokee</i>	Cherokee, N. C.
Conger, Henry	<i>Sioux</i>	Yankton, S. D.
Cornelius, Mason	<i>Oneida</i>	Green Bay, Wis.
Elm, Edward	<i>Oneida</i>	Green Bay, Wis.
Howard, Innocent	<i>Sioux</i>	Standing Rock, N. D.
Howe, Guy	<i>Stockbridge</i>	Green Bay, Wis.
Miller, Emerson	<i>Stockbridge</i>	Green Bay, Wis.
Rouillard Jesse	<i>Sioux</i>	Santee, Neb.
Sneed, Pieco	<i>Cherokee</i>	Cherokee, N. C.
Swayney, Lorenzo	<i>Cherokee</i>	Cherokee, N. C.
Tatiyopa, Henry	<i>Sioux</i>	Crow Creek, S. D.
*Wahhanette, Wm	<i>Cherokee</i>	Cherokee, N. C.
Wolfe, Abel	<i>Cherokee</i>	Cherokee, N. C.

B PREPARATORY.

Fischback, Abbie	<i>Stockbridge</i>	Green Bay, Wis.
Hill, Lucinda	<i>Oneida</i>	Green Bay, Wis.
Hill, Martha	<i>Oneida</i>	Green Bay, Wis.
Howard, Anna	<i>Sioux</i>	Crow Creek, S. D.
Lee, Nancy	<i>Cherokee</i>	Cherokee, N. C.
Metoxen, Lottie	<i>Stockbridge</i>	Green Bay, Wis.
To Clanny, Sophie	<i>Apache</i>	Ft. Sill, Okla.
Webster, Rosa	<i>Oneida</i>	Green Bay, Wis.
Archiquette Solomon	<i>Oneida</i>	Green Bay, Wis.
Badger, John	<i>Sioux</i>	Crow Creek, S. D.
Cornelius, Sampson	<i>Oneida</i>	Green Bay, Wis.
Hill, John C.	<i>Oneida</i>	Green Bay, Wis.
John, Joshua	<i>Oneida</i>	Green Bay, Wis.
King, Fred	<i>Oneida</i>	Green Bay, Wis.
*Lambert, Hugh	<i>Cherokee</i>	Cherokee, N. C.
Long, Will West	<i>Cherokee</i>	Cherokee, N. C.
Naiche, Paul	<i>Apache</i>	Ft. Sill, Okla.
Owl, Noya	<i>Cherokee</i>	Cherokee, N. C.
Pelkey, Albert	<i>Winnebago</i>	Winnebago, Neb.
Ross, Josiah	<i>Cherokee</i>	Cherokee, N. C.

*Left before the close of term.

Skenandore, Anderson	<i>Oneida</i>	Green Bay, Wis.
Skenandore, Eli	<i>Oneida</i>	Green Bay, Wis.
Skenandore, Jesse	<i>Oneida</i>	Green Bay, Wis.
Stabler, Simeon	<i>Omaha</i>	Omaha, Neb.
Welch, Mark	<i>Cherokee</i>	Cherokee, N. C.
Wesley, Judas	<i>Cherokee</i>	Cherokee, N. C.
Younce, George	<i>Cherokee</i>	Cherokee, N. C.
Younce, Seymour	<i>Cherokee</i>	Cherokee, N. C.

UNGRADED CLASS.

Behedo, Josephine	<i>Apache</i>	Ft. Sill, Okla.
Lee, Norah	<i>Cherokee</i>	Cherokee, N. C.
Shooey, Pauline	<i>Apache</i>	Ft. Sill, Okla.
Taylor, Lizzie	<i>Cherokee</i>	Cherokee, N. C.
Davenport, Harry	<i>Sac & Fox</i>	Tama, Iowa
Davenport, Wm.	<i>Sac & Fox</i>	Tama, Iowa
*Holley Jamie	<i>Apache</i>	Ft. Sill, Okla.
*Lambert, Thos.	<i>Cherokee</i>	Cherokee, N. C.
Lambert, Hugh N.	<i>Cherokee</i>	Cherokee, N. C.
Laussy, Henry	<i>Cherokee</i>	Cherokee, N. C.
Owl, Jonah	<i>Cherokee</i>	Cherokee, N. C.
Stephens, Mitchell	<i>Oneida</i>	Green Bay, Wis.
Striped Face, John	<i>Sioux</i>	Standing Rock, N. D.
*Smith, Jackson.	<i>Cherokee</i>	Cherokee, N. C.

TRAINING SCHOOL.

Keith, Mary Winona	<i>Sioux</i>	Pine Ridge, S. D.
Longfellow, Alice	<i>Apache</i>	Ft. Sill, Okla.

AT THE NORTH.

Brooks, Emily	<i>Seneca</i>	Cattaraugus, N. Y.
Crowe, Sally	<i>Cherokee</i>	Cherokee, N. C.
Cornelius, Cornelia	<i>Oneida</i>	Green Bay, Wis.
Kenjockety, Amelia	<i>Cayuga</i>	Cattaraugus, N. Y.
Leighton, Lucy	<i>Sioux</i>	Rosebud, S. D.
Powless, Margaret	<i>Oneida</i>	Green Bay, Wis.
Skenandore, Lena	<i>Oneida</i>	Green Bay, Wis.
Baskin, Sam	<i>Sioux</i>	Santee, Neb.
Cornelius, Jesse	<i>Oneida</i>	Green Bay, Wis.
*De Gray, George	<i>Sioux</i>	Crow Creek, S. D.
Elm, Moses	<i>Oneida</i>	Green Bay, Wis.
Parker, Andrew	<i>Oneida</i>	Green Bay, Wis.
Pilcher, William	<i>Omaha</i>	Omaha, Neb.

*Left before the close of term.

SUMMARY OF INDIAN STUDENTS.

<i>Young Women</i>				<i>Young Men</i>			
Senior Class	-	-	5	Senior Class	-	-	1
Middle Class	-	-	6	Middle Class	-	-	10
Junior Class	-	-	12	Junior Class	-	-	17
Preparatory Classes	-	-	18	Preparatory Classes	-	-	44
Training School	-	-	2	Night School	-	-	9
At the North	-	-	7	At the North	-	-	6
Normal Class	-	-	1				
			<u>51</u>				<u>87</u>

INDUSTRIAL DEPARTMENTS—INDIAN.

Young Women,

Housework and Industrial Room	-	-	-	-	-	44
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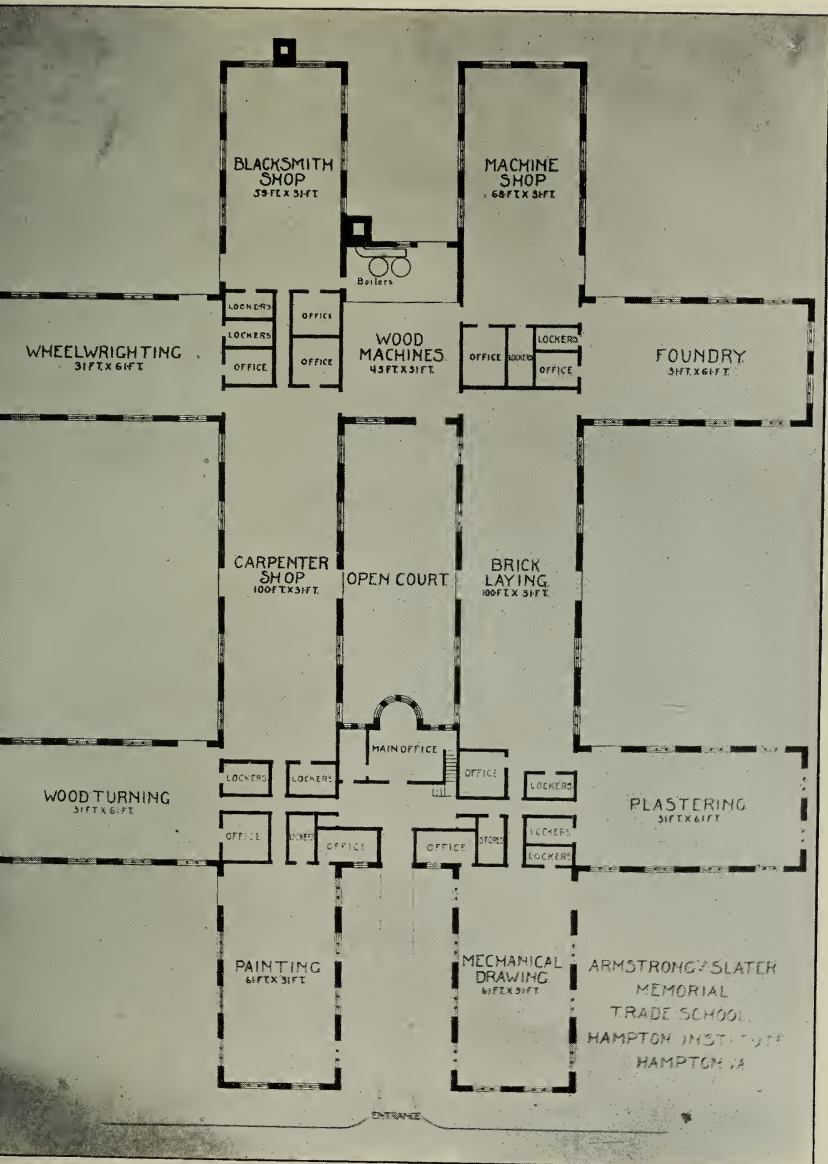
Young Men.

Carpenters	-	-	-	11	Machine Shop	-	6
Painters	-	-	-	16	Blacksmiths	-	5
Harnessmakers	-	-	-	3	Farmers	-	26
Shoemakers	-	-	-	2	Janitors	-	3
Printers	-	-	-	1			

SUMMARY OF STUDENTS ENROLLED.

<i>Class</i>	<i>Colored Girls</i>	<i>Indian Girls</i>	<i>Colored Boys</i>	<i>Indian Boys</i>	<i>Totals</i>
Normal Course	1	1			2
Academic Dept.					
*Senior	9	5	23	1	39
Middle	31	6	34	10	81
Junior	73	12	53	17	157
Indian Preparatory		20		44	64
At the North		7		6	13
Night School					
Seniors			9	1	
Middle	2		31		33
Junior	56		119	4	180
Grade	12		33	4	49
Totals	<u>184</u>	<u>51</u>	<u>303</u>	<u>87</u>	<u>626</u>

* The Senior Class has had regular Normal Training and most of the students will receive teachers' certificates in addition to their school diplomas.



PLAN OF THE ARMSTRONG AND SLATER MEMORIAL TRADE SCHOOL.

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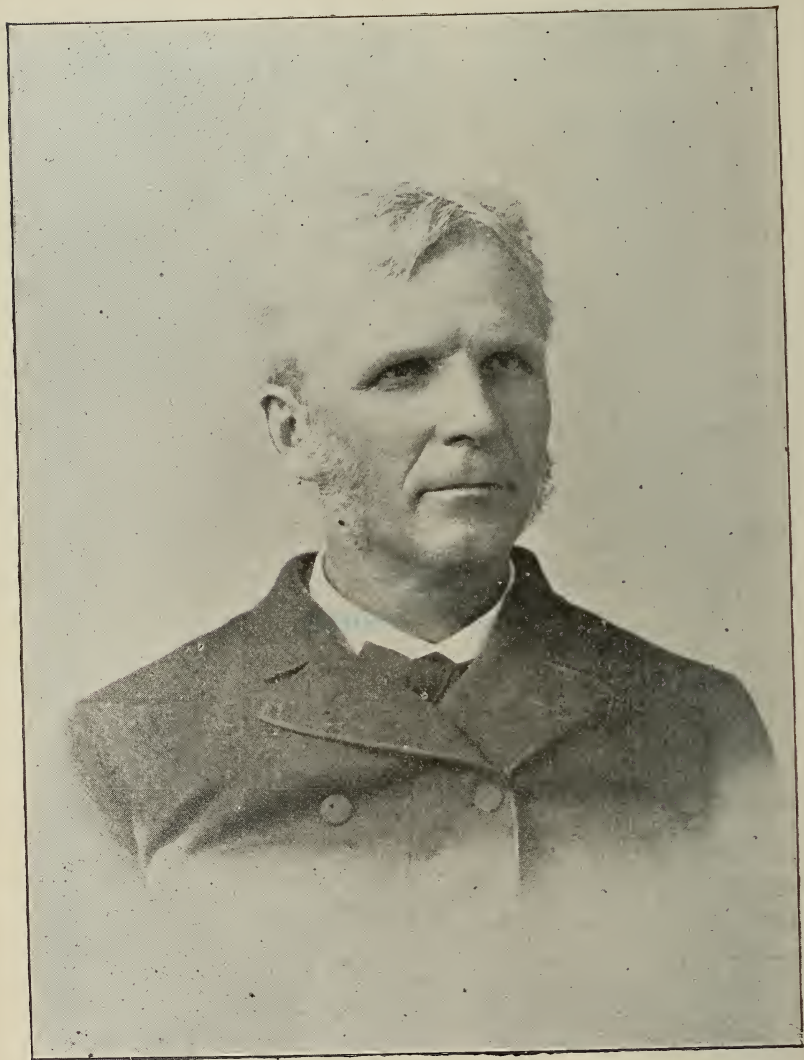
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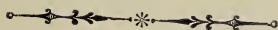
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GENERAL SAMUEL CHAPMAN ARMSTRONG,
Born in Hawaiian Islands, 1839. Died at Hampton, Va., 1893

CATALOGUE
OF THE
HAMPTON NORMAL AND AGRICULTURAL
INSTITUTE,
HAMPTON, VIRGINIA,
FOR THE ACADEMIC YEAR,
1897-98,



Hampton, Va.,
Printed on the Institute Press,
1898.

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<i>Printing Office</i>	C. W. BETTS.
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Armstrong and Slater Memorial Trade School.

FRANK K. ROGERS, *Director.*

D. R. LEWIS	<i>Instructor in Mechanical Drawing.</i>
J. G. HARTELIUS	" " <i>Carpentry.</i>
J. F. LACROSSE	" " <i>Painting.</i>
S. J. SCOTT	" " <i>Wheelwrighting.</i>
W. A. WEBSTER	" " <i>Bricklaying & Plasing</i>
C. DUNCAN	" " <i>Blacksmithing.</i>
E. C. DEYARMETTE	" " <i>Bench Work.</i>
J. W. WILLIAMS	" " <i>Tailoring.</i>
C. H. STONE	" " <i>Machinist Work.</i>

MEDICAL.

M. M. WALDRON	<i>Physician.</i>
MRS. E. P. MANN	<i>Nurse.</i>
MYRA SHOWERS	"
ELLA THOMAS	"

MILITARY.

ROBERT R. MOTON *Commandant of Cadets*
ALLAN WASHINGTON *Assistant.*

LIBRARY

LEONORA E. HERRON *Librarian*
MRS. STONE *Assistant*

MISSIONARY DEPARTMENT.

REV. H. B. TURNER *Pastor in Charge.*
FRED. M. FITCH *Field Missionary*
THOS. C. WALKER " "

GRADUATES DEPARTMENT,

ABBY E. CLEAVELAND *Correspondent.*
ANNA L. BELLOWS *Reading Matter.*
CORA M. FOLSOM *Indian Correspondent.*

SOUTHERN WORKMAN

H. B. FRISSELL }
HELEN W LUDLOW } *Editors.*
ALICE M. BACON }
CORA M. FOLSOM }

IN GENERAL.

APPLICATIONS.

A form of application which must be filled out by the candidate for admission, may be had by addressing the Principal.

Applicants who are accepted will receive a card of admission.

No one will be admitted who has not received this card.

Tuition free of charge will be provided for all deserving students, but payment for board, clothes, and school books is required either in cash or labor.

SOUND HEALTH, testimonials of GOOD CHARACTER, and intention to remain through the course, are required of all applicants. Candidates for admission coming from common schools or from other institutions, must present letters of honorable dismissal and of recommendation. Those who intend to become teachers or learn trades will be given the preference.

Applicants for special trades will be given all possible consideration, but we cannot always grant the desired trade at once. Vacancies in trade departments will be filled as they occur, from those who have made special application for such trades. The School will endeavor to do the best possible thing for each individual applicant.

TERMS OF ADMISSION.

Each student upon entering is required to deposit ten dollars (\$10.00).

1. To Academic Course, Night School.

Candidates must be at least 17 years of age.

The Night School is made up of apprentices in the shops, and of students who are preparing themselves for the Day School by working all day and attending school at night. Work is not given with the object of enabling students to make money, but to help them to lay up the means for the Day and Trade School courses.

The earnings of students are held as a bond for the fulfillment of their purpose of getting an education at the School, and if they be sent away or leave without permission, these earnings may be used for the benefit of needy students at the discretion of the Faculty.

Able-bodied, capable, young men and women of good character are encouraged to apply for admission on the following terms:

1. To work steadily all day for at least an entire year from the time of entering (usually October 1st.); and attend Night School for two hours five nights a week.

Note.— No one need apply who is not well and strong, and capable of doing a man's or a woman's work. None under seventeen need apply.

2. Applicants for admission to the lowest class in the Night School must be able to read well in the Third Reader, to write in a fair hand a correct paragraph or letter in simple English, properly capitalized, punctuated, and spelled; to make good figures; and to pass a satisfactory examination, both in mental and written work, in the first four rules of arithmetic, in United States money, liquid, dry, and long measure, avoirdupois weight, and common

and decimal fractions.

3. Wages will be allowed according to the ability of the student and the kind of work done.

4. The first three months are probationary. If finally accepted, students receive such wages from the first as agreed upon. Apprentices to the trades are required to attend Night School during the entire period of apprenticeship: Apprentices who may complete the term of their apprenticeship are expected to take a course in the Day School.

5. Earnings are credited to students by the School Treasurer, who will give a monthly detailed statement of account.

6. Students are expected to deposit \$10.00 as entrance fee with the School Treasurer, and to bring sufficient clothing and shoes to last three months. No supplies will be issued during that time. Young men will be required to procure the School uniform as soon as their earnings will warrant it.

The utmost economy is expected from the students, in order that they may accumulate money for their expenses in Day School.

7. Students learning trades must arrange with parents or friends to supply them with money for clothing and incidental expenses, until they are able to earn by their own labor, something more than their board.

2 To Academic Course, Day School.

Candidates for admission are expected to be able to read and write, to pass a satisfactory examination in numeration, the first four rules in arithmetic through long division, and to have an elementary knowledge of fractions and decimals. They must be able to write correct sentences, to capitalize and punctuate, and to write a creditable letter. Students who fail to pass the required exami-

nation must return to their homes at their own expense.

For admission to the upper classes, see Courses of Study.

Examinations for 1898, will take place September—th and —th. Students must report promptly for these examinations. No one under sixteen years of age will be admitted to the Day School. Admission at any time other than the beginning of the term is allowed only in special cases.

3. To Normal School Course. Day School.

Graduates of Hampton Institute will be admitted on their academic diplomas. Other applicants for admission must pass a satisfactory examination on the subjects included in the Academic Course. (*See page 20*).

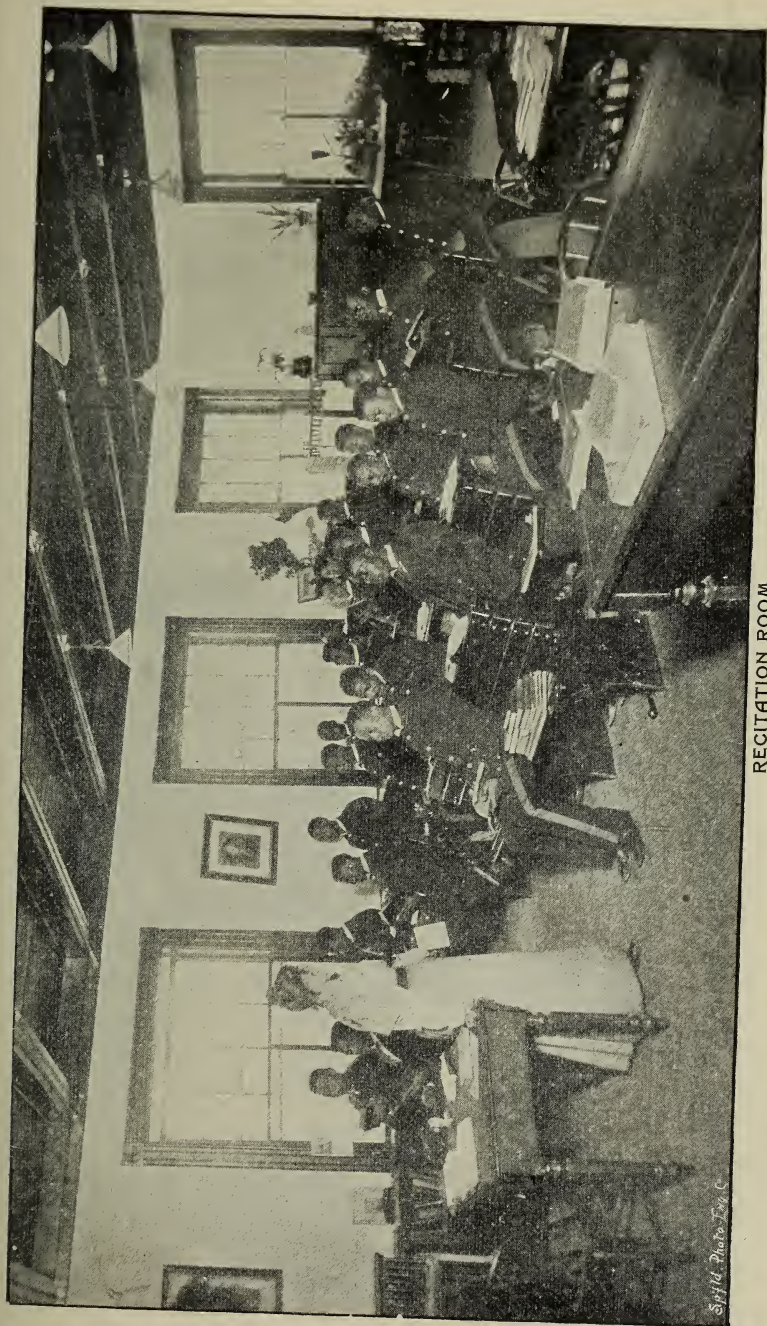
4. To Trade School.

Applicants for admission to the Trade Schools should be not less than sixteen years of age, and must pass the same entrance examination as for admission to the Academic Department.

EXPENSES.

1 Of Night School Students.

Needy students who enter the Night School with a view to going through the Day or Trade Schools when sufficient credit has been secured, may expect, if they are good and faithful workers, to earn their board from the beginning and to secure credit in proportion to their increasing ability as workers. Such students must, however, provide themselves with the \$10.00 deposit and a good outfit of clothing before entering the Night School.



RECITATION ROOM

Spald Photo-Lith Co.

2. Of Day and Trade School Students.

Board, including washing, fuel, lights and medical attendance, (not including dentistry), and a limited amount of drugs, \$10 per month.

Book Money: At the beginning of the school year, money for books is payable as follows: Seniors, \$7; Middlers, \$6; Juniors, \$4. Should more books be required, they will be charged on monthly bills. Books are supplied at cost.

Students entering the Day or Trade Schools must make an advance payment of ten dollars in cash, and five dollars must be paid before the tenth of each month, together with any balance due the School from the previous month. Those who fail to pay are liable to suspension from recitations till payment is made, but will be required to attend all other exercises, including religious services, study hours, and drill.

Accounts are made out and handed to each student about the fifteenth of each month. Parents should require their children to send them these accounts and should see that what may be owing the School is paid promptly.

No student who has left the School for any cause can re-enter until all back bills are paid.

Payments in Labor.

The School endeavors to give each pupil in the Academic and Trade Courses a certain amount of work monthly toward the payment of his expenses. But while in most cases able-bodied, good workers, especially mechanics, in the Academic Course, can earn as much as \$5 a month, the School *does not guarantee* that each student shall earn a fixed sum, regardless of the value of his or her labor. The rate of wages varies according to the real value of the work done.

Students' labor is accepted as pay only when it is satisfactory. When not satisfactory, the student cannot continue in the School, although his standing in other respects may be good. A proper spirit of earnestness and attention to duty is required of students in their work.

Scholarships.

Owing to the inability of most students to pay for the instruction received, tuition is free, and friends of the School are solicited to provide scholarships of seventy dollars for each pupil. Any student may be dropped from the School who shall be considered unworthy of this scholarship aid. Students are expected to write letters of thanks to their benefactors. The tuition or scholarship donation is for the salaries of teachers; it has nothing to do with board bills.

Clothing.

The School Uniform consists of a plain sack coat and pantaloons of blue cloth, and a military cap. Every young man is required to provide himself with a school cap immediately upon his arrival, and is not expected to leave the grounds without it during his connection with the School. He is required also to purchase the School uniform as soon as possible after his arrival. This uniform is to be worn at drills and inspections, on all public occasions, and always when off the School grounds.

Parents are requested *not* to provide new suits for their sons before sending them to the School, but to invest the money in a uniform to be purchased at the Institute.

The uniform suits are made in the Tailoring Department of the Institute, and are furnished at reasonable prices. Young men can also procure underclothing from the Sewing Department.

Every girl must bring a gossamer and rubbers, or

money to purchase them.

Those entering the Work Department will be expected to provide themselves with plain, easy-fitting wash dresses and aprons, and will be expected to wear Warner waists.

All the girls in the Day School take gymnastics, unless excused by the resident physician, and must provide themselves with gymnastic suits and wear Warner waists.

Cost of Boys' Uniforms.

Coat,	-	-	-	-	-	-	\$6.25
Pantaloon,	-	-	-	-	-	-	4.25
Vest,	-	-	-	-	-	-	2.00
Cap,	-	-	-	-	-	-	1.00

DISCIPLINE.

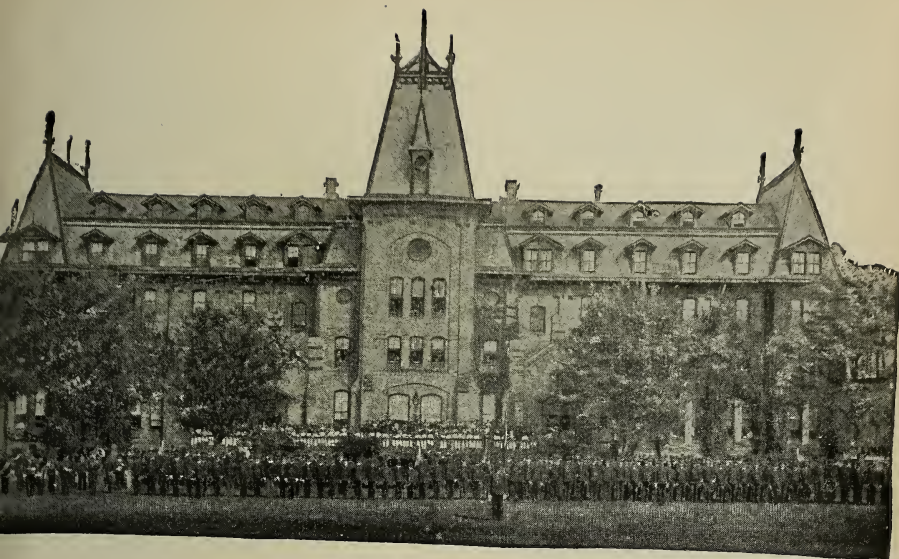
Every student who enters the School agrees to submit to its discipline. The first year is especially probationary. Students may be sent home at any time for inability to keep up with their classes, for unsatisfactory conduct, or for bad influence over others. Admission to the Day or Trade School at any other time than the beginning of the term is allowed only in special cases.

Courtesy and mutual forbearance are expected of all.

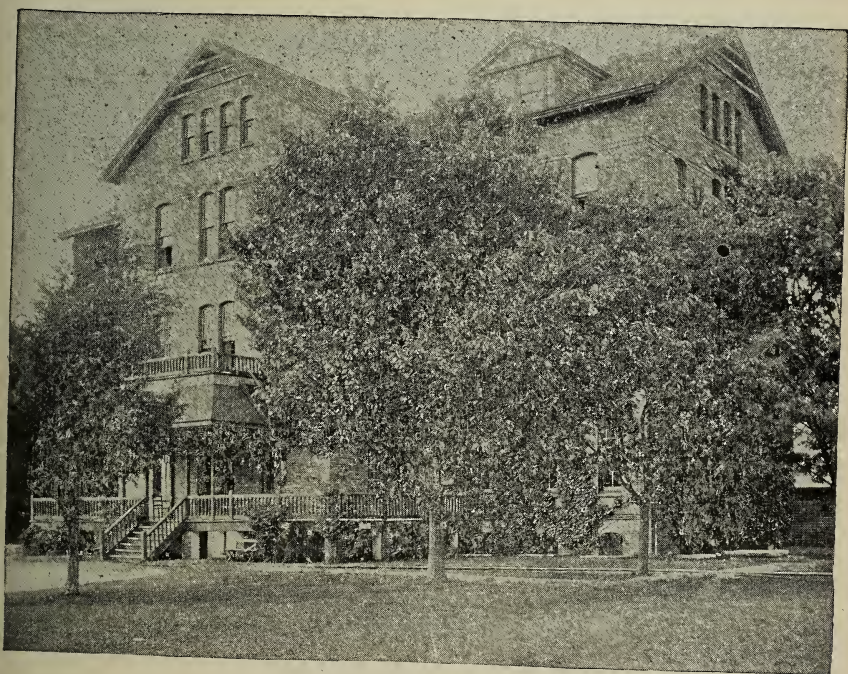
Labor is required of all, for the sake of discipline and instruction. Students in the Academic course usually work one school day each week, and the whole or half of Monday, thus securing four days for study weekly, and from one and a half to two days of work.

Students are subject to prompt suspension or discharge for an unsatisfactory record in regard to study, conduct, or labor. Five zero marks in conduct amount to one warning. Students receiving three warnings, or fifteen zero marks, will be liable to suspension.

Those who are thus suspended will not be permitted to remain at the Institute while waiting for funds to take them home.



VIRGINIA HALL



WINONA LODGE

Low or profane language will subject a student to severe discipline. Students are liable to fine, reprimand, confinement, or other necessary punishment.

Card-playing and the use of ardent spirits and tobacco, either on or off the grounds, are prohibited to students while connected with the School.

Students are not allowed to retain firearms in their possession. The Commandant of Cadets will retain and give receipt for any brought.

Letter writing is subject to regulation.

Wardrobes and rooms of students are subject to inspection and regulation by the proper officers at all times.

All young men are members of the School battalion and are required to drill without arms and to perform police and guard duty.

Students are not expected to leave the School grounds without permission.

PUBLIC WORSHIP.

There are devotional exercises daily at which students are required to be present.

They are also required to attend Sabbath School and church services on Sunday.

VACATION AND HOLIDAYS.

The term begins the first week in October and continues until the middle of June. Legal and special holidays are observed.

Day Students, as a rule are not expected to spend their vacation at the Institute, but in order to get money to pay their school bills, are advised to procure work elsewhere during that time.

Work Students remain on the place throughout the entire year, with a vacation from classroom work during the month of September.

For further information address,

H. B. FRISSELL, *Principal,*
Hampton, Virginia.

COURSE OF ACADEMIC INSTRUCTION.

I. NORMAL COURSE.

TWO YEARS.

For terms of admission to this course see p. 3.

Students will recite five days in the week, not more than five recitations a day. The course is elective, and students may take up for careful study any of the following branches:

MATHEMATICS:—

Algebra, Plane and Solid Geometry.

ENGLISH:—

Special study of the formation period of the language, Composition, Literature, Rhetoric.

SCIENCE:—

Chemistry, Physics, Botany, Natural History, Physiology and Hygiene.

HISTORY:—

Outline History of Civilization:

1. Oriental Civilization,
1. European Civilization,

Results of European Civilization as seen in the Great Nations of to-day.

CIVICS:—

Special studies in Sociology, Economics, and the Science of Government.

NORMAL WORK:—

Mental and Moral Science, History of Education, Class-work in Methods of Teaching, with observation of work in Kindergarten, the Whittier School, and the Night School.

SINGING : — (Normal Music Course, Holt System).

Class-work in the following subjects : —

Relative pitch of sounds; practice from drill chart and modulator; reading in different keys, comprising the first difficulties in time and tune; intervals and modulation; sight reading in parts.

DRAWING : —

Form study, outline drawing from vase and type forms, etc.; simple plant forms in outline, study of plane figures; and simple problems in geometric drawing.

Model drawing and still life in free hand perspective. Plant forms and flowers in outline and shaded (pencil). Flowers, fruit, and animals.

INDUSTRIAL TRAINING : —

Class instruction will be given in housework, sewing, cooking, agriculture and mechanics.

II. ACADEMIC COURSE.

THREE YEARS.

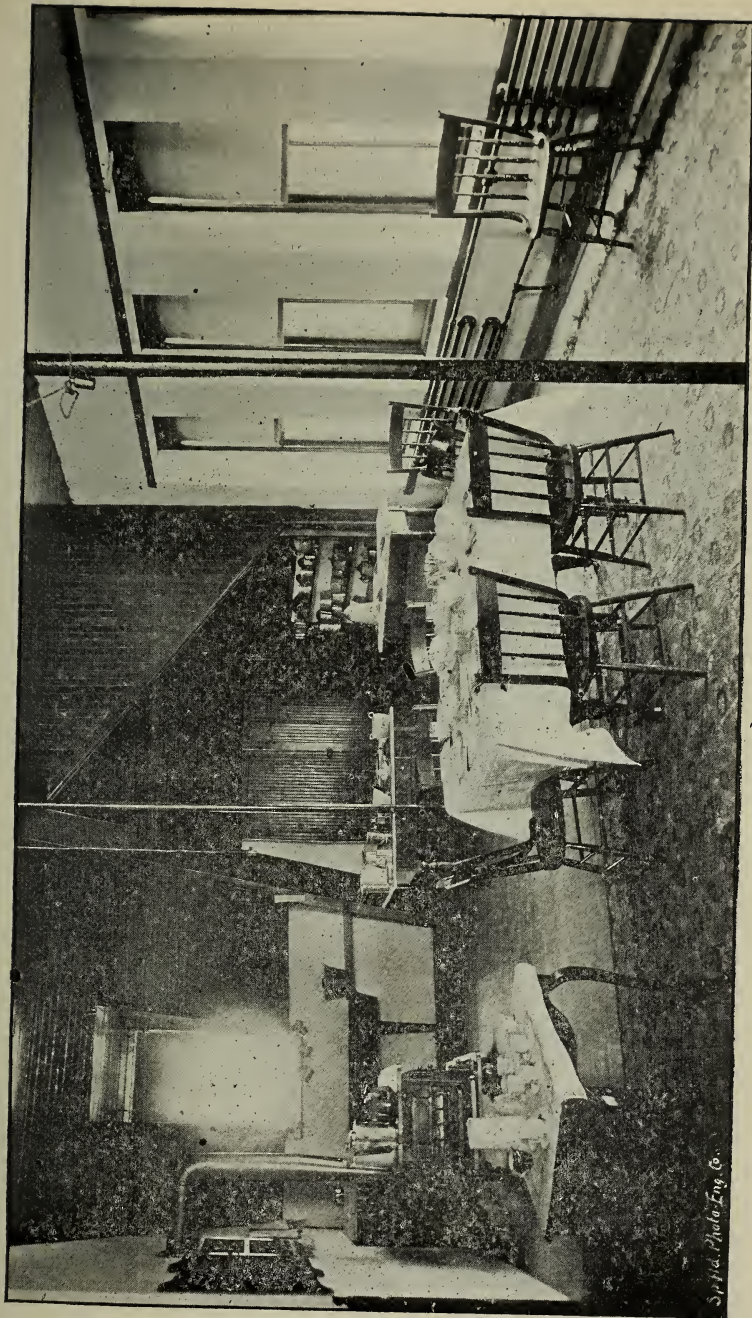
For Day and Evening classes.

For requirements for admission see p. 10.

MATHEMATICS : —

Junior Class.

Circular measure as needed in Geography, measure of time, square measure, measurements for carpeting and wall papering, and cubic measure. Review of halves, thirds, fourths, fifths, eighths, tenths, and their equivalent decimal forms. A study of principles of percentage based upon these fractions. Simple and practical problems based upon the above principles. Constant and systematic drill in mental arithmetic. Special study of problems as suggested by work in different shops and industries. Keeping simple cash accounts.



A COOKING CLASS ROOM

S. H. A. Photo-Eng. Co.

Middle Class.

Percentage, simple interest, commission, insurance, taxes, duties and customs, profit and loss, stocks.

Senior Class.

Mensuration of plane surfaces and rectangular solids.

A sufficient knowledge of square and cube root to enable teachers to pass the State examinations.

Review of elementary arithmetic.

A simple and practical course in book-keeping.

Elementary algebra.

NATURAL SCIENCE: —

Course Preparatory to the Junior Year.

Object Lessons in Physics and Chemistry.—Gravitation and the molecular forces, atmospheric and liquid pressure, pumps, barometer, siphon, candle flame, sources of heat, effects of heat, methods of heating.

Hygiene.—Bathing, exercise, food, clothing, stimulants, ventilation.

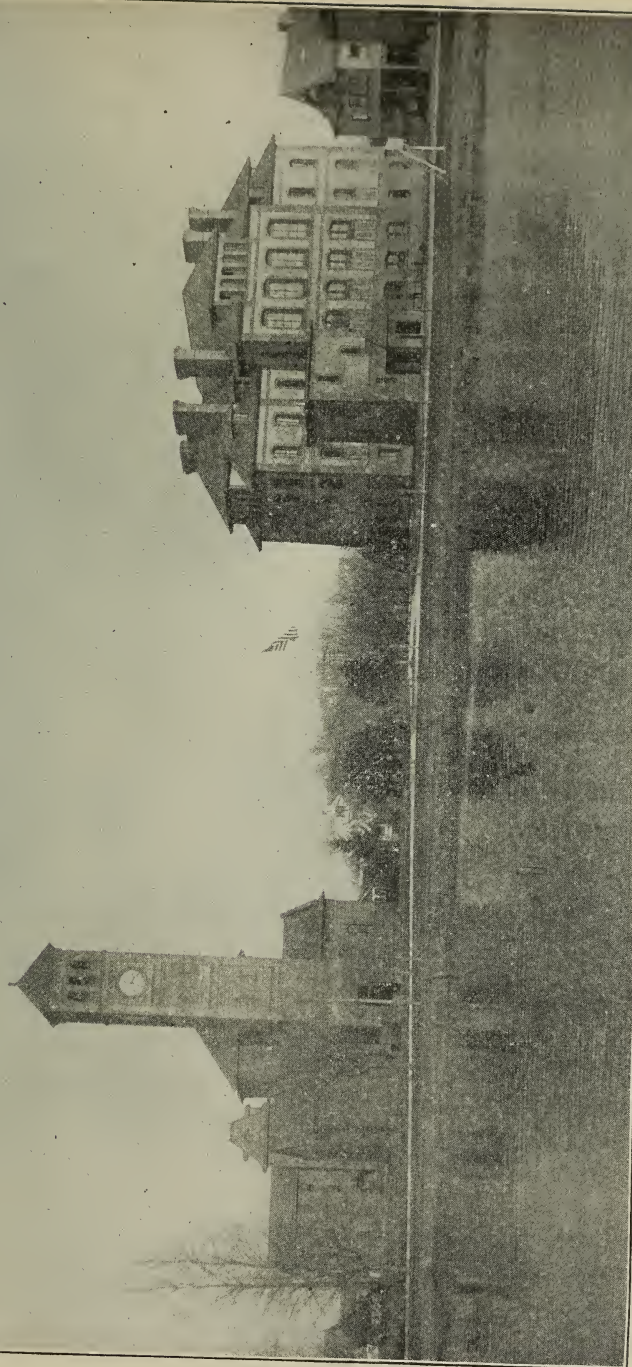
Junior Class.

Object Lessons in Physics and Chemistry.—*First third of year.* Such subjects are taken up as have been found necessary to an understanding of the principles underlying physiology, agriculture, and the School Industries. They are as follows: —

Composition of air and water, and the study of their constituent gases, elements and compounds; physical and chemical changes, chemistry of combustion; effects of heat, methods of heating and ventilation; evaporation and condensation, solution and filtration, disinfectants; gravitation and the molecular forces, the simple machines, laws of motion.

CHURCH

ACADEMIC



The method is entirely experimental, the student being required as far as possible, to perform the experiments, to observe carefully, and write a description of each experiment, illustrating by drawings.

Physiology.—*Second third of year.* The aim of this course is to teach the student how to take care of the body, and what to do in the case of emergencies. The subject is fully illustrated with specimens from the slaughter-house, and with experiments. The students are encouraged to make objects to illustrate different topics.

Zoology.—*Last third of year.* The aim of this course is to train the student in the habit of observation, and in reasoning power. A type of each branch of the animal kingdom is studied from the object. Stress is laid upon the comparative anatomy of these types, and upon their adaptations. The types studied are as follows:

Amoeba,	Earthworm,
Sponge,	Oyster,
Sea anemone,	Crab and May beetle,
Starfish,	Frog.

All of these, except the starfish, are found in the neighborhood.

Botany.—The elements of this science are taught in connection with English. The structure and physiology of of the parts of a plant are taught by actual observations, and in the following order:—

1. The seed, including the parts of the embryo and the conditions of germination. 2. Roots. 3. Stems. 4. Buds and branches. 5. Leaves. 6. Blossoms. 7. Fruits. 8. Uses of plants.

Most of the common blossoms and leaves are named, studied, and described in writing.

Middle Class.

Geology.—Pebbles, sand, decayed rock or mud, soil, the work of rivers.

A study of Minerals:— Quartz, mica, feldspar, horn-

blende, granite.

Sedimentary rocks: Limestone, coal, fossils.

Special Lessons in Nursing and Hygiene: — Instruction in the care of a sick-room and the small attentions necessary to the comfort of an invalid; different ways of ventilating a room; bathing; the functions of the skin, preparation of the different local applications, including poultices, mustard plasters, etc., and methods of applying the roller bandage, the triangle and cravat.

Senior Class.

Physics and Chemistry: — The Senior Class use a laboratory manual of the elements of these subjects, adapted to their needs. Each student performs the experiments at his own desk in the laboratory and writes his observations and inferences. A recitation follows, and is supplemented by the reading of reference books.

The subjects treated in Chemistry are as follows: — The composition of air and water and the study of their constituent gases; chemical changes, combinations and decompositions, chemistry of combustion, elements, compounds, mixtures, study of the common elements.

In Physics the subjects are the following: — Atmosphere and liquid pressure, pumps, barometer, siphon, hydrostatic press, composition of matter, forces, work and energy, laws of motion, heat, the steam engine, light, sound, magnetism, electricity.

Special stress is laid upon the practical application of all the principles studied. The aim of the course is to enable the pupil to understand the phenomena of every-day life.

Text Books. — Text books are used chiefly as reference books, in connection with others in the study hour rooms and library. The book used in Physiology is Walker's Physiology; in Zoology, "Animal Life in the Sea and on the Land," by Sarah Cooper; in Physics, Gage's "Elements of Physics."

Special Lessons in Nursing and Hygiene.—The instructions given the Senior class is the same as that of the Middle Class, with additional lessons in domestic emergencies, hygiene of the school-room, personal hygiene and social purity.

ELEMENTARY AGRICULTURE:

Junior Class.

Elementary Chemistry, Elementary Physics.

Plants:—Their structure and composition, germination, growth.

The Soil:—its origin, formation and composition, sand, clay, humus.

Plant Food in the Soil:—Nitrogen, phosphoric acid, potash.

Mechanical Condition of the Soil:—Water in the soil, drainage.

Middle Class.

Manure and Manuring:—

Farm Manures:—Barnyard manures, composts, green crop manures.

Commercial Fertilizers:—Sources of nitrogen, sources of phosphoric acid, sources of potash, sources of lime.

Preparing the Soil for Crops:—Plows and plowing, harrows and harrowing, rollers and rolling.

Planting:—Seed planting, seed testing, transplanting.

The After Cultivation of Crops:—Tools and methods.

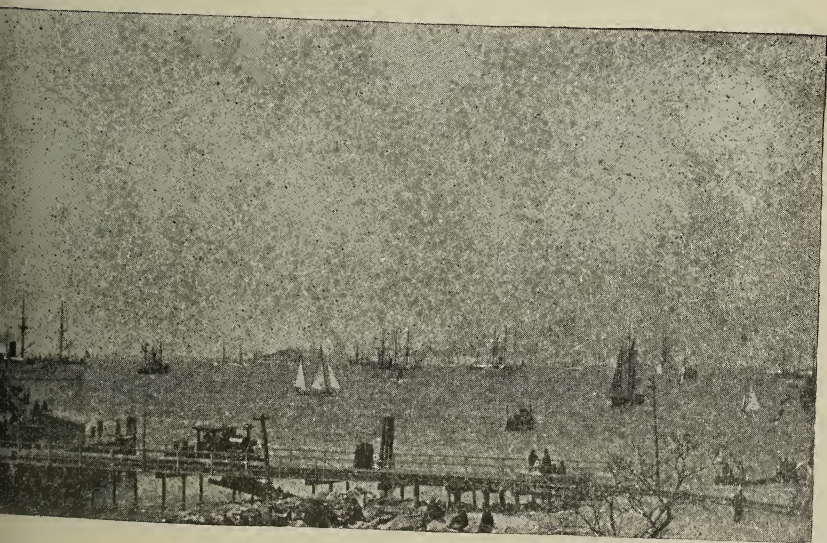
Soil Moisture:—Relation to plant growth, conservation.

Rotation of Crops:—Its desirability, benefits derived, systems of rotation.

Farm Buildings:—Barns and stables, silos, etc.



HAMPTON ROADS From School Grounds.



HAMPTON ROADS—Naval Review

Senior Class.

Plant Diseases:—Their nature, causes and prevention.

Injurious Insects:—Their nature. methods of destroying plants, insect remedies.

Animal Husbandry:—General structure and composition of the animal body, principles of feeding, feeding stuffs, care of farm animals, leading breeds of farm animals.

ENGLISH LANGUAGE AND GRAMMAR:

Junior Class.

1. Composition work based on observation work in botany and on subjects suggested by other studies. 2. Letter writing. 3. Dictation exercises. 4. Technical grammar begun. *a.* Kinds of sentences. *b.* Parts of speech. *c.* Complements. *d.* Analysis of the simple sentence.

Middle Class.

Technical grammar:

1. Analysis;—*a.* Simple sentences reviewed, *b.* Complex sentences, *c.* Compound sentences, *d.* Infinitives, *e.* Participles. 2. Special study of verbs. 3. Brief drill in parsing. Composition writing based on other lessons.

Senior Class.

Study of elementary composition and rhetoric, with daily practise in writing short essays, paragraphs etc. The work of the year is designed to give facility in the correct and vigorous expression of thought.

Text book used; Mead's Elementary Composition and Rhetoric.

READING AND LITERATURE: .

Junior Class.

The aim of the work is to teach the students how to get and how to give the thought of the author, and to establish a habit of good reading as well as to develop a taste for it. Much time is devoted to correction of bad habits of position, breathing, articulation, pronunciation, and quality of voice.

Books read by students: Picturesque Geographical Readers, First Book in American History, English History Stories; Mythological Stories, Ten Boys on the Road from Long Ago to Now, Monroe's Fifth Reader, Rip Van Winkle, Lives of Bryant, Longfellow, Whittier, Lowell, Holmes, and the study of some of their short poems.

Middle Class.

Life of Lincoln, English History, Ivanhoe, Patriotic Selections, Stories of the Old World, Legend of Sleepy Hollow, Thanatopsis, Evangeline or Hiawatha, Robert of Sicily, The Merchant of Venice.

Senior Class.

Outline of the history of American Literature, and of English Literature, with a study of selections from principal authors.

Physical exercises and vocal drill are continued throughout the course.

Fine selections of prose and poetry are committed to memory.

GEOGRAPHY:

Junior Class.

Stories of how people live in different countries. Study of land and water, beginning with forms near Hampton,

Form of the earth. Study of continents, North and South America in detail. Special study of the United States. Special study of Virginia. Enough chemistry and physics to enable a pupil to understand physical geography.

Middle Class.

Physical geography, continued. A more careful study of the Eastern Continent. Sand modeling and map drawing.

Throughout the course, weather reports are made by students and posted upon the blackboard. Daily weather maps are received by mail from Washington and posted for the benefit of the students, also telegraphic announcements of changes in the weather which are published by display of signal flags. Daily observations are made and recorded by means of the rain gauge and maximum and minimum thermometer.

Aids in Geography Study:

Putty relief globes, putty relief maps, numerous pictures including photographs and pictures cut from magazines and newspapers, object lesson cards, slides for use with magic lantern and solar camera, cabinets of fossils and mineral and vegetable products, weather maps, tornado charts.

Specimens of manufactures, clothing, and products. Reference books drawn from the Library.

BIBLE STUDY:

Junior Class.

Old Testament History from the Creation to the Israelitish Kingdom, including stories of the early races, lives of the Patriarchs, Exodus, the wandering in the wilderness, the conquest of Canaan, and the period of the Judges—Genesis to Ruth, inclusive.



GIRLS' GYMNASTIC CLASS.



OFFICERS OF THE BATTALION

Middle Class.

History of the Israelitish Kingdom, Captivity and Restoration, with some study of the Prophets and the poetical books in their historical connection,—Samuel to Malachi, inclusive.

Beside the course in Old Testament History, the Life of Christ and the Life of Paul are taught in Sunday School, so that students, when they graduate, have a tolerably thorough knowledge of the whole Bible.

HISTORY:

Junior Class.

In the Junior year preparation is made for the more thorough study of history, by the careful reading of Eggleston's First Book of United States History and the life of Abraham Lincoln, and by the study of current events in the newspapers.

Middle Class.

United States History,

America before its discovery by Columbus, the Norsemen, great explorers and discoverers and their work, claims and settlements of different nations in America, life in colonial times, the struggle for supremacy in America, the struggle for independence, the Constitution of the United States, the administrations, financial questions, acquisition of territory, slavery in the United States, foreign relations, great inventors and inventions, great statesmen and their work, great authors, growth and progress of the United States in the nineteenth century.

Map drawing, essays, outline of English History, study of current events.

Senior Class.

Conditions necessary for developing early civilization, parts of the old world where these conditions existed. Ancient oriental civilization, Greece, Rome. Gifts of early civilization to modern civilization, origin of modern nations of Europe, the Dark Ages, Charlemagne and his Empire. Mohammed and the Saracenic Empire, the Feudal System, Chivalry, the Crusades, the Revival of Learning.

Rise of modern nations, fall of Constantinople and its effect on Europe, decisive battles of the world's history, biographies of great men of different periods.

Map drawing, essays, current events.

CIVICS:

During the entire course attention is paid to the questions of the day. Every effort is made to develop power of original thought, and to encourage the student to make practical application of what he has learned to the conditions that he finds about him.

MIDDLE CLASS.

The news of the day is brought in by students on four mornings of each week, and twenty minutes given to its discussion. Special attention is given to such items as bear on the principles or organization of government, and to such as illustrate the great economic laws.

At the end of the year students should have a fair knowledge of the following subjects:

Powers of national, state and local governments,

Administration of justice.

Differences between the government of the United States and the governments of foreign countries.

Laws governing the production, exchange, and distribution of wealth.

Examinations on these subjects are held at the middle and the close of the year.

Senior Class.

During the first half of the year, the text book used is Macy's "Our Government." Students are expected not merely to study the text book, but to illustrate and explain by examples chosen from past or current history. The reading of the newspapers, and the careful watching of political changes as they occur is an essential part of the course.

During the second half of the year, "Laughlin's Elements of Political Economy" is used as a text book in economics.

DRAWING:

The three general divisions of the course in drawing are Construction, Representation and Decoration.

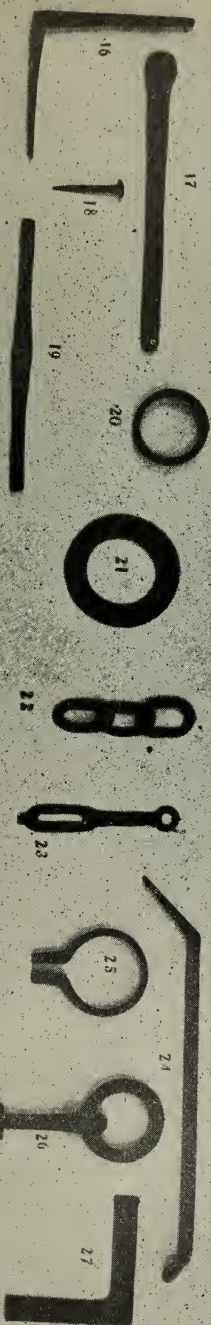
Under Construction, the facts of objects are studied, leading to working drawings which give all the facts of form, size and structure of an object; by such drawings workmen can manufacture objects. Industrial drawing is both free hand and instrumental. Geometric form is the basis of industrial drawing.

Representation is drawing the appearance of objects; studying the foreshortened surfaces; relation in proportion of one object to another; appropriate combination and arrangement of objects in groups. Study of plant growth.

Decoration:—Best examples of ornaments studied; principles in general decorative composition; original arrangement of designs for borders, panels, etc.

Seniors study of the twelve type forms under the three general divisions, applying the principles to the regular school work and industries. This includes outline in pencil, pencil shading, charcoal drawing, clay modeling, historic ornament.

Middle and Junior Classes have the same instruction in more elementary form.



PENMANSHIP :

Vertical writing taught.

Junior Class.

Letters classified, movement drill given, special attention paid to position of body and hand practice on black-board and with pen and paper.

VOCAL MUSIC :

Normal Music Course.—(Holt System).

Relative pitch of sounds. Practice from drill charts and modulator. Reading in different keys, comprising the first difficulties in time and tune. Intervals and modulation. Sight reading in parts. Special preparation for teaching.

GYMNASTICS :

The Swedish or Ling system is followed, and a large gymnasium in the Academic building has been fitted up with Swedish apparatus.

The gymnastic drill includes floor work, exercises on apparatus, and gymnastic games. The floor work embraces all the fundamental positions of the body, bending, twisting, jumping, running, marching, etc., special stress being laid upon breathing exercises, and the position of the chest.

The apparatus comprises stall bars and benches, straight and slanting ropes, double boom, jumping standards, and balance beams.

It is the purpose of the gymnastic games to train the swiftness and exactness of both mind and body, and at the same time to afford a pleasant relaxation from the military discipline in the other part of the drill. The popular game

of basket ball has been introduced, together with others no less interesting and beneficial.

Muscular development is not the aim of the gymnastics—we do not strive for athletes, but rather to train the muscular and nervous systems together, and to strengthen the heart and lungs, upon which the welfare of all the other organs of the body depends.

It is very natural that the students should assume comfortable positions while studying or working, totally regardless of the effect such positions may have upon the body. The first object of gymnastics is to counteract the evils resulting from these habitually sustained, incorrect positions, to improve the general carriage, and to bring about healthy respiration, and tone up the whole body.

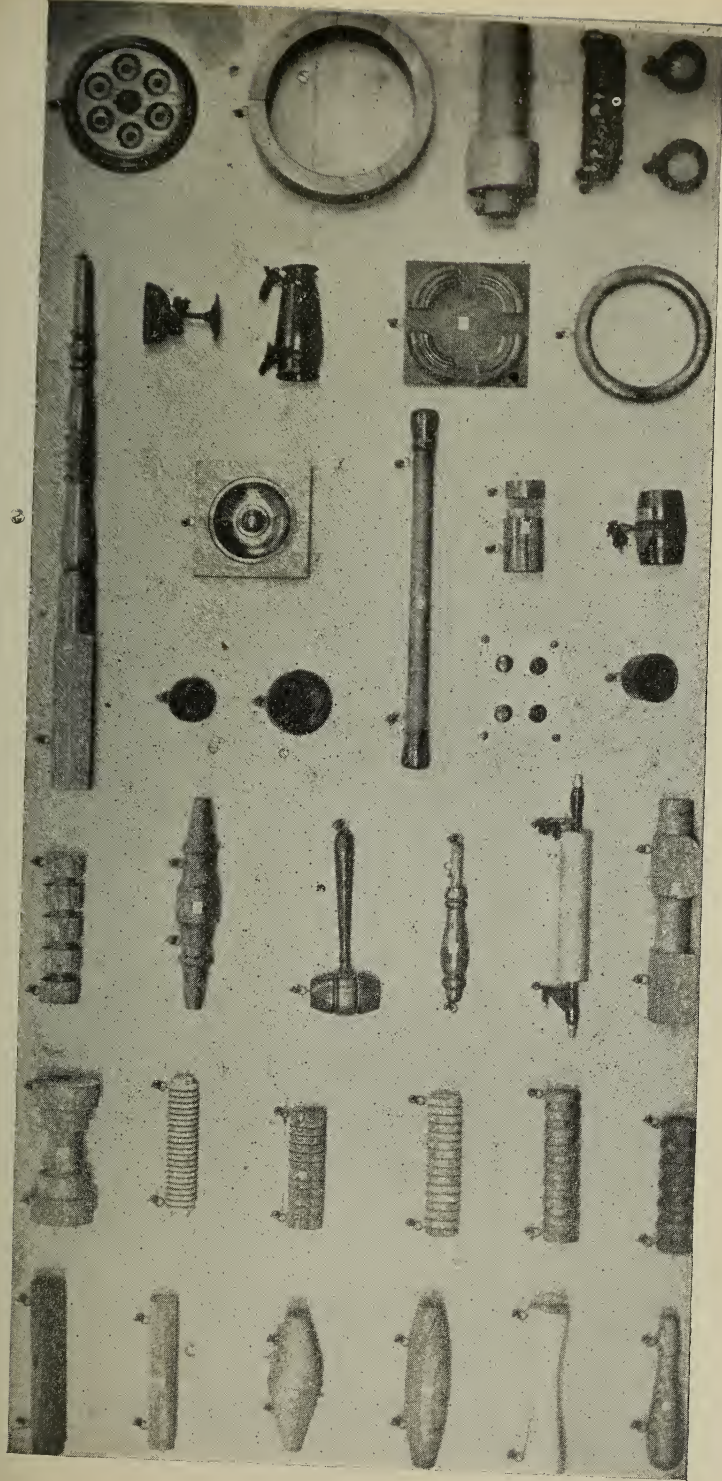
Anthropometric measurements are taken at the beginning and close of the term to find the improvement and express it in figures. The lung capacity is tested every month.

SPECIAL COURSES.

Attention is called to the following courses intended for teachers who have had some experience in teaching; or for students who desire to fit themselves for advanced work in teaching:

- I. The Normal Course.
- II. One or two years' training in the Whittier Training School.
- III. Training in the Kindergarten.
- IV. Special training in gymnastics.
- V. Advanced courses in trades and agriculture.

Students completing any of these courses to the satisfaction of the school authorities will receive certificates recommending them as teachers of the special subjects studied.



MANUAL TRAINING—COURSE IN WOOD-TURNING,

INDIAN PREPARATORY SCHOOL.

This school is intended for Indian pupils who are not far enough advanced to enter the regular academic course. It is divided into the A and B Preparatory classes.

A Preparatory Class.

Course of Study.

ARITHMETIC:—First four rules, elementary fractions.

READING:—Aim, clear enunciation and comprehension of the text. Books used: The Normal Course of Readers, "Ten Boys on the Road from Long-Ago to Now."

ELEMENTARY SCIENCE:—Observation lessons in physics, observation lessons in natural history. No text-book used.

GEOGRAPHY:—Study of the School grounds, their natural features and various occupations and industries. Study of the earth as the home of man. Text-book, Frye's Geography.

ENGLISH:—Complete, correct sentences insisted upon throughout school work. Special drill in letter-writing, dictation exercises, reproductions of historical and geographical events and stories. No text book used.

BIBLE:—Stories from Old Testament history. Memory texts and the 23rd Psalm, the Beatitudes and Commandments.

The Life of Christ is studied in Sunday School.

MANUAL TRAINING:— (For boys) bench work, five hours each week, see Course in Manual Training.

MANUAL TRAINING:— (For girls) cooking and sewing.

B Preparatory Class.

The course does not differ essentially from that given to the A Preparatory Class, but a less amount of work is attempted.

MANUAL TRAINING.

Manual training is given to the boys in the Academic Department, to the Indian Preparatory boys, and to the girls in the Junior Class,

It is given for the purpose of opening the minds of the students in as many directions as possible and to teach a varied and reasonable degree of skill in using different kinds of tools.

COURSE IN BENCH WORK:—

Requiring about 200 hours.

Measuring on a plane surface with rule and knife, squaring with try-square and knife, gauging with thumb-gauge, sawing to a line with back saw, planing to a true surface with jack and fore planes.

Testing with steel square and by sighting, planing to size with side square and true, planing ends smooth and true with block plane, lining rough lumber with straight edge and pencil, also with chalk line.

Ripping with rip saw, making the half joint or box halving, making the dado or cross groove, nailing butt joints, mortising and tenoning, boring, including draw-boring with pin making, making joints fastened with screws, glueing, making a smooth surface with plane, scraper and sand paper.

Grooved work, making miter joint, making irregular bevels, making dovetail and scarf joints, laying out and sawing curved work.

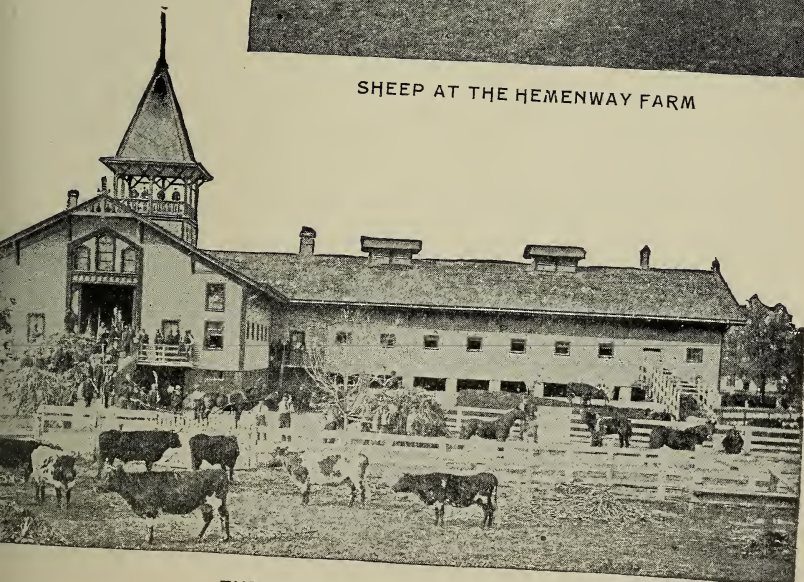
In connection with these exercises are the following subjects for study and practice: Reading plans, bill of materials used, principles entering into wood construction, material used in construction, tools—their names, parts, uses and care.



SHELLBANKS



SHEEP AT THE HEMENWAY FARM



THE SCHOOL BARN

COURSE IN WOOD-TURNING:

Requiring about 120 hours.

Turning between centers: Centering, roughing with gouge, turning to size, testing with calipers, smoothing with skew chisel, measuring and cutting to length, turning straight tapers, outer curve, inner curve, combination of curves in making chisel handle, testing by the eye, cutting shoulders, cutting beads, cutting flutes, turning section on square piece, sand-papering, polishing with shellac.

Face plate work: Outer surfaces in making knob and corner block, hollow work in making match box, barrel and vase, building up and turning rim.

Eccentric turning, turning in segments, turning split piece in making pattern, turning with face plate and cup in making napkin ring.

In connection with the exercises there are brought in incidentally,—reading of drawings, study of materials used, study of lathe drawing tools—their names parts and care; study of power.

COURSE IN FORGING:

Requiring about 120 hours.

The building and care of fires, heating the iron. Drawing square iron to a point, to flat, to bevel, and to round. Drawing from round to square, from square to octagon, from octagon to round. Bending rings of round and flat iron. Pointing and bending a staple. Drawing, bending and twisting in making a hook. Upsetting and forming square and hexagon head bolts. Punching and cutting square and hexagon nuts. Bending, twisting, and punching flat iron.

Upsetting, drawing, bending, punching and chamfering square angle piece. Upsetting, welding, forming and punch-

ing, introducing casehardening in making heading tool. Drawing and upsetting nails and rivets in heading tool. Butt welding. Bending, scarfing and welding in washer making. Bending and welding in making chain.

Forming, punching, slotting, and bending a hasp. Laying off and forging diagonal brace. Forging eccentric strap. Drawing out, bending and threading eyebolt with ring. T welding. Jump welding steel. Forging S wrench.

Drawing cast steel and introducing tempering in making cold chisel. Forging and tempering flat drill. Forging and tempering hammer. Drawing, bending, punching and tempering arch spring. Forging and tempering lathe tools. Welding steel to iron. Forging blacksmith's tongs.

In connection with the above course will be brought in,—the reading of drawings; the construction of iron, steel, etc; the study of fuels and their combustion; the study of tools and their parts.

COURSE IN SLOYD:—

The Junior girls complete the first year's course in sloyd, as arranged for grammar schools, devoting to the work from two to three hours per week. This includes the making of a working drawing from each model.

The models are as follows and are based on the following exercises:

Models: 1. Wedge. 2. Flower-Pin. 3. Flower-Stick. 4. Pen-holder. 5. Tool-rack. 6. Coat hanger. 7. Cutting-board. 8. Flower-pot stand. 9. Flower-pot stool. 10. Bench hook. 11. Hatchet-handle. 12. Corner bracket. 13. Hammer-handle.

Exercises: 1. Straight whittling. 2. Oblique whittling. 3. Cross whittling. 4. Point whittling. 5. Sand-papering (without block). 6. Rip-sawing. 7. Narrow surface planing. 8. Squaring. 9. Boring with drill-bit. 10. Fitting a peg. 11. Curve whittling. 12. Cross-cut

sawing. 13. Gauging. 14. End planing (in bench hook). 15. Boring with auger bit (vertical). 16. End sandpapering (with block). 17. Curve-sawing. 18. Smoothing with spokeshave. 19. Boring with brad-awl. 20. Broad surface planing. 21. Vertical chiseling. 22. Horizontal boring. 23. Filing. 24. End planing (without bench hook). 25. Nailing. 26. Sinking nails. 27. Making halved-together joints. 28. Counter-sinking. 29. Glueing. 30. Screwing. 31. Modeling with spokeshave. 32. Scraping. 33. Beveling with spokeshave. 34. Oblique planing.

COURSE IN SEWING:—

Two periods a week to each class.

Junior Class.

The object of the work is to give to each pupil a thorough knowledge of the stitches used in plain sewing, viz.—basting, running, overcasting, back-stitching, overhanding, hemming, felling, blind-stitching, cross-stitching, gathering and stroking gathers, and machine-stitching. Each student makes for herself a book containing samples of the different kinds of work, and keeps a note book in which she sets down the verbal instruction given.

Middle Class.

Continuation of the work of the Junior year. Each student cuts and makes for herself a full set of underclothes.

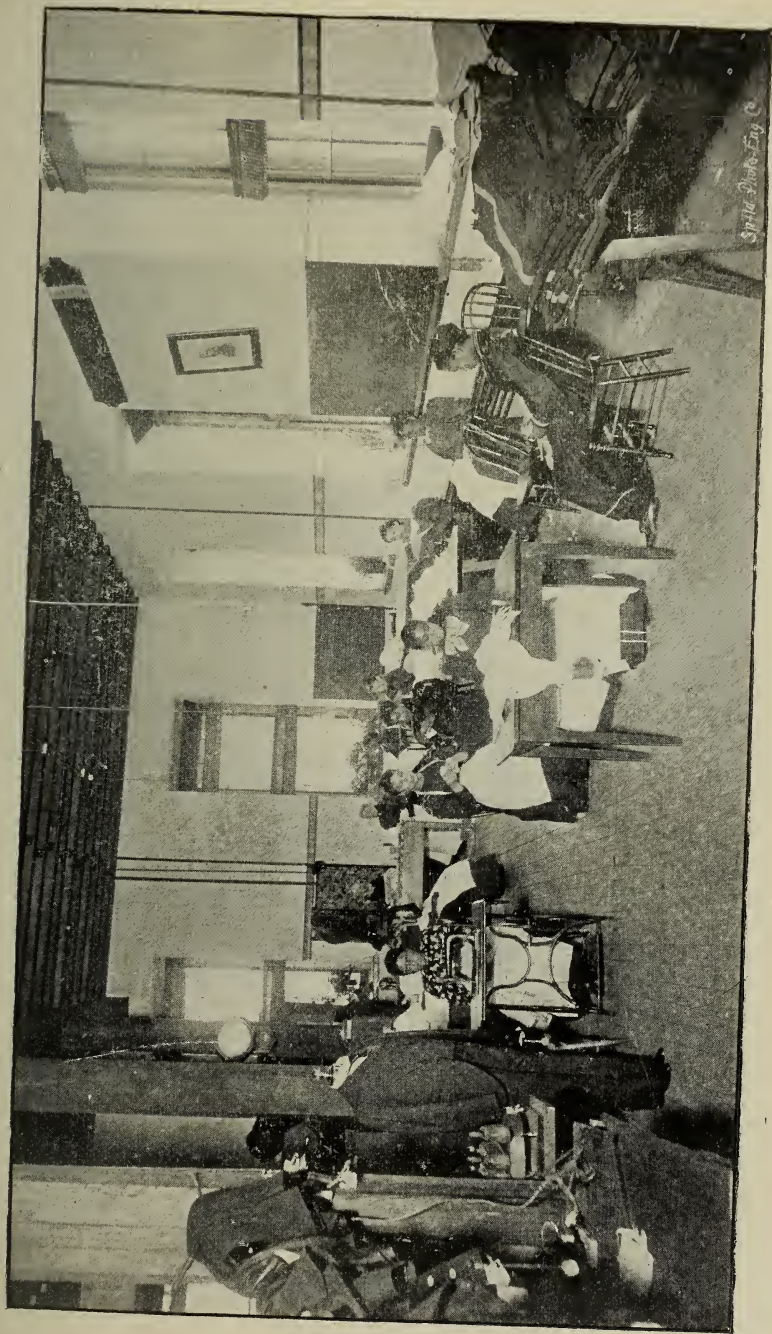
Senior Class.

Students are given talks on colors and materials used, and taught to draft and cut from patterns. Each student cuts and makes for herself a dress.

COOKING:—

Three and a half months. Four hours a week.

This course is given to the girls of the Middle Class



SEWING ROOM

Smith Brothers & Co.

and the aim is to teach them the principles underlying good cooking, and to give them the simple, practical knowledge needed in their home life in the South.

Course of Instruction.

Making and care of fires, dish washing and care of kitchen, talk on fuels and foods. Baking apples, potatoes, etc., boiling vegetables and eggs, steaming. Lessons in buying meat. Cooking of meats, warmed over dishes, soups, broiling and stewing. Simple and invalid cooking. Biscuits and cookies, bread, plain cake, plain pastry. Cooking of poultry, fish, and eggs. Tea, coffee, cocoa. Setting table.

These lessons are accompanied by instruction in the chemistry of cooking so far as it applied in the practical work.

LAUNDRY WORK.

The course is intended to give to every young woman in the school a practical knowledge of laundry work that will be of service to her in her own home or elsewhere.

Course of Instruction.

The work for the year will cover the following:—

The uses and abuses of chemicals in a laundry; soap-making; assorting and putting clothes to soak; how to wash body, bed, and table linen, flannels, silks, laces, and muslins, colored clothes, prints, etc.; how to starch with cold, clear, and boiled starch; sprinkling, stretching, folding, and ironing. The articles washed in one lesson are ironed in the next.

WHITTIER SCHOOL.

The Whittier School, standing on the Institute grounds, affords to normal students abundant opportunity for the study of the theory and practice of teaching. It is a graded school of seven rooms, ranging from the kindergarten up to the class of grown boys and girls whose studies are directly preparatory to the regular Academic course of the Institute. Here during the present year 361 children, 194 boys and 167 girls, have been in daily attendance. Six of the Whittier teachers are paid by the county, and in its management it is under the regular county officers, but in addition to doing the full work of a graded public school it has the benefit of the teachers of sloyd, cooking, drawing, music, gymnastics and kindergarten employed by the Institute.

DEPARTMENT OF INDUSTRIAL TRAINING. AGRICULTURAL.

"I say understandingly that the young of our country, who will bring to agriculture the education and intelligence, the industry and perseverance essential to success in every other career, whether mercantile, industrial or professional, will in the course of the next twenty years, attain a far greater degree of material well being, on the average, than awaits them in any other calling."

J. M. RUSK, Secretary of Agriculture.

There is a rapidly growing conviction that the best outlook for permanent advancement for the Indian and Negro is in their becoming owners and tillers of the soil.

In no part of the country are the chances of success in agriculture greater than they are in the great Southland; but to avail himself to the fullest extent of this advantage the farmer must acquaint himself with those principles and scientific facts upon which the most approved methods of agriculture are based.

Hampton Institute has always stood for advancement along practical lines; and to give the young men of both the Negro and Indian races opportunity to make themselves acquainted with these principles, to practice them and to see them put in practice, she offers the following courses:

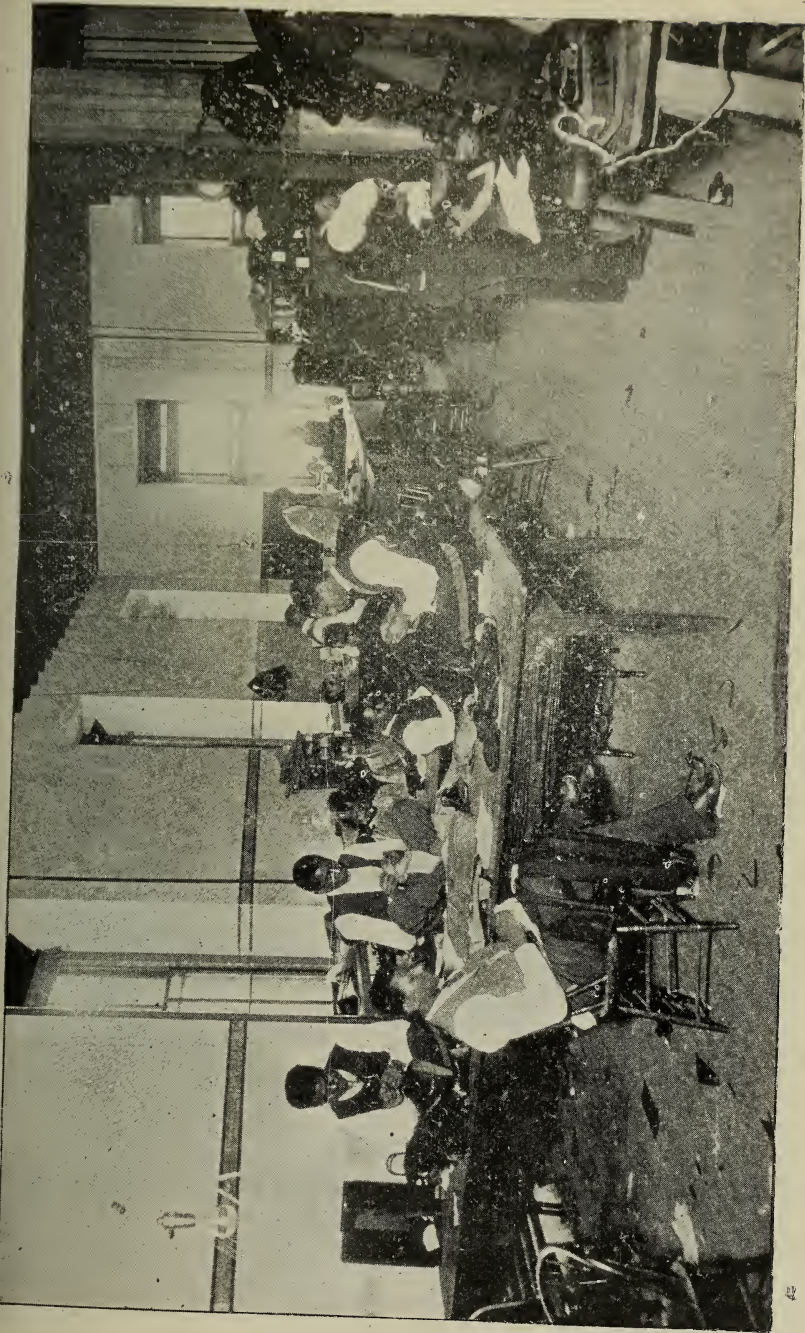
I.

AGRICULTURE No. 1.

This course covers a period of three years and is intended for students who wish to fit themselves for agricultural teachers and superintendents.

The course is as follows:—

English, arithmetic, elementary science, manual training.



TAILORING DEPARTMENT

AGRICULTURAL CHEMISTRY:

Chemistry of soils, plants, animals, manures and fertilizers.

AGRICULTURAL BOTANY:

Structure and habits of growth of the crops and weeds of the farm.

AGRICULTURAL INSECT LIFE:

Insects injurious and beneficial to agriculture.

AGRICULTURE:

History of Agriculture: Farm management; farm buildings; fences; roads; repairs, etc.

Farm Accounts: Business forms, etc.

Farm Drainage:

Soils: Origin and physical properties; tillage; manures; rotation of crops.

Farm Crops: History, uses, culture.

Farm Stock: Breeding, selection, management, diseases.

Principles of feeding—feeding stuffs, soiling of stock.

HORTICULTURE:

Modification of plants by soils, climate, and culture; propagation of plants.

Gardening and Trucking: Soils, varieties of crops, culture, market, etc., forcing vegetables under glass.

Fruit Culture: Orchard and small fruits; propagation, planting, pruning, care, marketing.

Floriculture:

Ornamental Gardening.

DAIRYING:—

Dairy Stock: Breeding, care, management.

Dairy Bacteriology:

Milk: Composition, sterilization. Pasteurization, care, testing, creaming.

Butter: Ripening the cream, churning, working, packing and marketing.

Cheese Making.

Dairy Utensils: Separator, churn, butter workers, cream vats, etc.

II.

ELEMENTARY AGRICULTURE.

This course is required of all students who take the Academic course. The details of the course will be found on pages 26-28.

For the benefit of those who are unable to spare the time for the three years' course in agriculture a number of shorter courses, in agriculture, horticulture and dairying, have been arranged as follows:—

III.

AGRICULTURE NO. 2.

Length of Course, one year.

English branches as taught in the Academic course. Mechanical drawing, Manual training.

AGRICULTURE:

Chemistry of soils, plants, animals.

Soils: Origin, physical properties, tillage.

Drainage:

Manures and Fertilizers.

Farm Crops: History, uses, culture.

Farm Stock: Breeding, selection, management, diseases, principles of feeding, feeding stuffs, soiling of stock.

Farm Accounts: Business forms, etc.

Farm Buildings: Barns, stables, silos.

Farm Management.

IV.

HORTICULTURE.

Length of Course, one year.

English branches as taught in Academic course. Mechanical drawing. Manual training.

HORTICULTURE:

Botany: Structure and habits of growth of plants. Modification of plants by soil.

Propagation of plants: Seeds, cutting, grafting.

Gardening and Trucking: Soils, varieties, crops, culture, marketing, growing vegetables under glass.

Fruit Culture: Orchard and small fruits, propagation, planting, pruning, spraying, care, marketing.

Floriculture.

Ornamental Gardening.

V.

DAIRYING.

Length of Course, one year.

English. Mechanical drawing. Manual training.

DAIRYING:

Dairy Stock: Breeding, care, management.

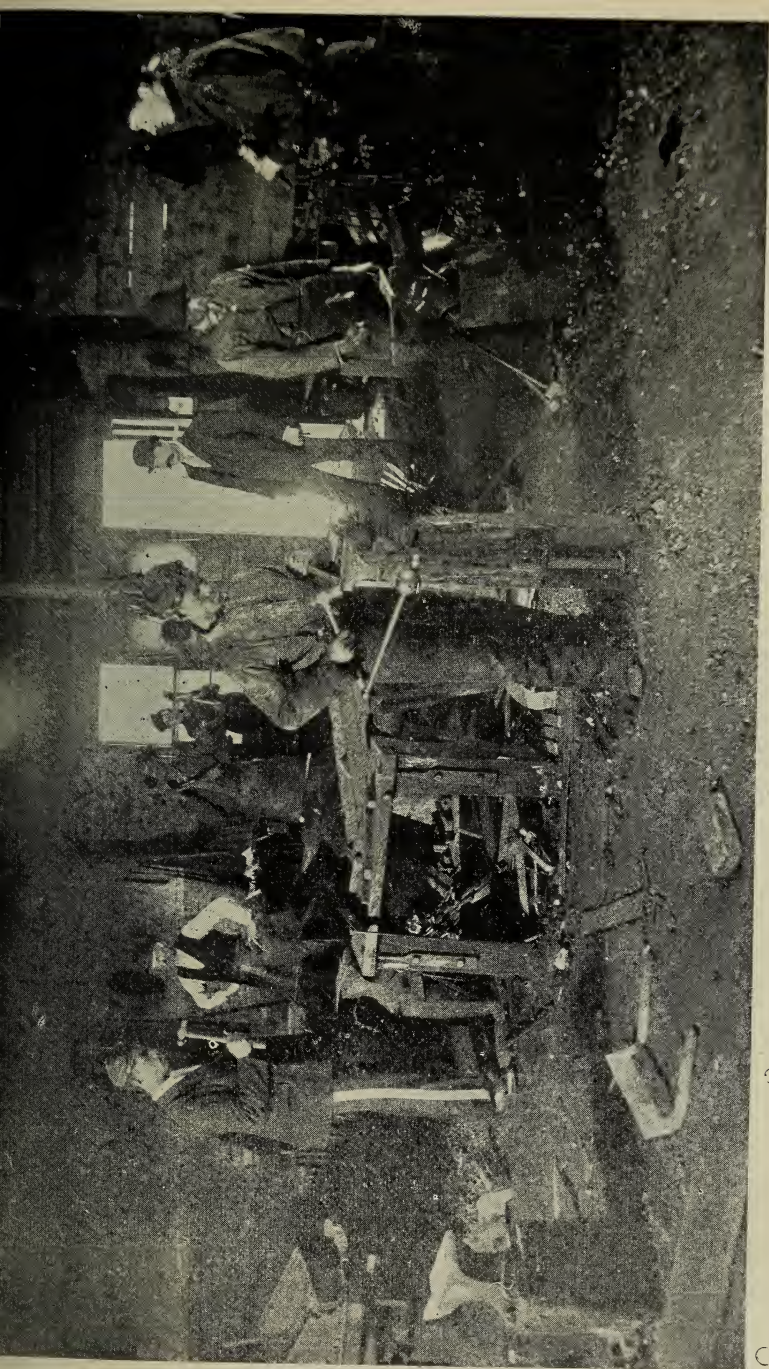
Dairy Bacteriology.

Milk: Composition, sterilization, pasteurization, care, testing, creaming.

Butter: Ripening the cream, churning, working, packing and marketing.

Cheesemaking.

Dairy Apparatus: Separator, churns, butter workers, cream vats, etc.



BLACKSMITH'S SHOP

VI.

AGRICULTURE No. 3.

A Summer Course in Agriculture.

This course takes up the routine work of the farm with general lectures and discussions on the principal topics in Course No. I.

Instruction in the several courses is given by means of text books, lectures, and practice work; class room work is illustrated by means of specimens, models, charts, photographs, etc.

As far as possible each student is required to put in practice the principles taught in the class room.

Twenty acres of land have been devoted especially to this practice work. Four acres of this have been laid out as a small model farm. Ten acres have been planted with small and orchard fruits and the remainder is used for experiment and illustration in the growing of farm, truck and garden crops.

In the new Domestic Science Building the department of agriculture has six large rooms, a museum and lecture room, a laboratory for chemistry and physics, a laboratory for botany, horticulture and entomology, a farm laboratory, a dairy and a farm engineering room. The department has also two greenhouses.

Aside from these the Institute has two large farms, which together cover about seven hundred acres, equipped with buildings, dairy stock, horses, hogs and poultry.

Students taking the course in agriculture will be required to put a certain number of hours each week into recitation, study, drawing, and practice work.

Practice will be an important and prominent feature of the course, and for pure practice the student will receive no wages. After meeting the requirements as to recitation,

drawing, practice, etc., the student will be given an opportunity to do necessary work in the department, and will be paid therefor according to his ability and the actual time spent in doing the work, being thus enabled to earn something toward paying for board and incidental expenses. Tuition will be free.

Applicants must be able bodied, and at least seventeen years of age, and will be required to pass the same examination as to enter the academic department. They will be subject to the same general rules as the students in other departments. The first three months are probationary. Those failing to give satisfaction by that time must expect to be dropped.

We urge the young men of both the Negro and Indian races to fit themselves to become land-owners and tillers of the soil, and thus identify themselves with the great agricultural interest of the country. We also urge parents and teachers to impress this matter upon the young people and urge them to carry it out.

TRADE COURSES.

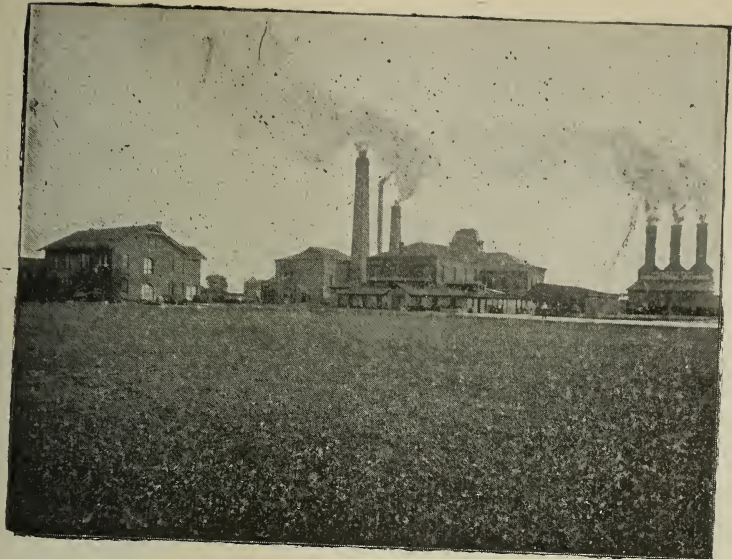
Armstrong and Slater Memorial Trade School.

Believing in the advisability of teaching trades to the Colored and Indian youth, Hampton has always been among the foremost institutions to foster industrial education. To better its facilities along these lines, a special building has been erected known as the Armstrong and Slater Memorial Trade School, in which there are now ninety-eight boys from both races receiving instruction in the trades of carpentry, painting, bricklaying, plastering, wheelwrighting and machine work.

Each department is in charge of a competent mechanic whose aim it is to give as thorough and complete a system of instruction and practice as the length of the course will allow. It has always been the thought at Hampton to provide such an education as would not only be a help to the individual, but, through him, to his race. This thought will be kept prominently in view in the Trade School, and accordingly, whatever is considered necessary to round out an intelligent and skilled industrial leader is incorporated in the Trade School course.

REQUIREMENTS.

All Trade School students are required to devote eight hours each day to their trades, and two hours to recitations; they will also be required to attend study period in the evening the same as all day students at the Institute.



HUNTINGTON INDUSTRIAL WORKS



FARM SHOPS

CERTIFICATE.

A certificate will be given to every student who satisfactorily completes the required amount of work in any of the Trade School courses. It is to be distinctly understood, however, that the certificate will be given for attainment in skill rather than for length of service.

The length of all Trade School courses is three years, a portion of which may be spent in some of the outside industries or at work on the buildings of the Institute.

Training in the Academic Department of the Institute is believed to be of as great importance to the craftsman as practice at his trade, therefore, a comprehensive course of study is laid out, which is taken up simultaneously with the shop work.

Trade Work proper is carried out along the following lines: 1st, actual work at the bench; 2nd, instruction in the kinds, grades and prices of materials used; 3rd, mechanical drawing, which shall have, as far as possible, a direct bearing on the trade; 4th, drill in competitive labor.

The Academic work consists of constant drill in arithmetic, language and science, with as much time given to other subjects as may seem advisable, such as accounts, geography, history, economics, and Bible study.

Hampton has a great advantage in the opportunity for experience which is given by the various productive industries on the School grounds. These industries are directly under the control of the Institute and are open to the Trade School students, who are expected, as a part of their respective courses, to spend in them a portion of their time. The Trade School, through the munificence of its friends, has one of the best equipments of tools and appliances to be found in the country.

CARPENTRY.

Each carpentry student has a separate bench containing a very complete kit of tools. The boys are first taught

the use of the tools, and to do this are put through such exercises as planing, nailing, boring, sawing, gluing, making joints, etc. When a certain proficiency is reached, a house or barn is erected either inside or outside the Trade School, and each boy has an opportunity to apply what he has learned to actual house construction. Besides this, as before stated, each boy is expected to serve a portion of his three years at the Huntington Industrial Works, in connection with which is a planing and wood working mill, a lumber yard and dry kilns, where thousands of feet of lumber are worked up every year into doors, sash, blinds and all kinds of interior and exterior finish. This industry gives boys a chance to become better acquainted with a broad field of work and to see how a productive industry is carried on.

House Building;

In this course the greatest stress will be laid on common house building,—framing, boarding in, flooring, shingling, weather-boarding, and finishing. If proficient, at the end of the first year, the student will be advised whether to keep on in the house building round, and take up some painting, bricklaying and plastering, or turn his attention to finer house finishing, stair building, turning or carving:

Contracting.

Students who have taken a thorough three years' course in the house building round ought to be well equipped to attend to some contracting, inasmuch as their academic training will fit them to do plain figuring and to keep their accounts.

Cabinet Making.

It is intended in this course that the pupils shall be well-grounded in carpentry. A limited number of students may be admitted to cabinet making if it seems desirable.

PAINTING

The room in which painting is taught is fitted up with twelve booths, each one of which represents a good-sized room. One side of each room is made up like the outside finish of a house, so that in every booth there is a chance to learn something of outside and inside painting and kalso-mining. On the walls of the main room is ample space for brick pencilling, stencilling, and other forms of decoration.

Outside Work.

The members of the Trade School paint class are allowed to supplement their training by work in the Institute Paint Shop which is on another part of the grounds. From this shop they are sent out as regular painters to the various buildings, some sixty in all, that belong to the Institute, which certainly gives as good an opportunity of applying their trade as could well be found. Enough will be given in this course to enable the student to become an intelligent painter of houses—both inside and outside—and instruction will be given besides, to a limited extent, in graining, hard-wood finishing, kalso-mining and frescoing.

The theory of paints, their manufacture and adulterations, will be given as time may permit, as well as study in the mixture and harmony of colors.

Carriage Painting may be taken if desired.

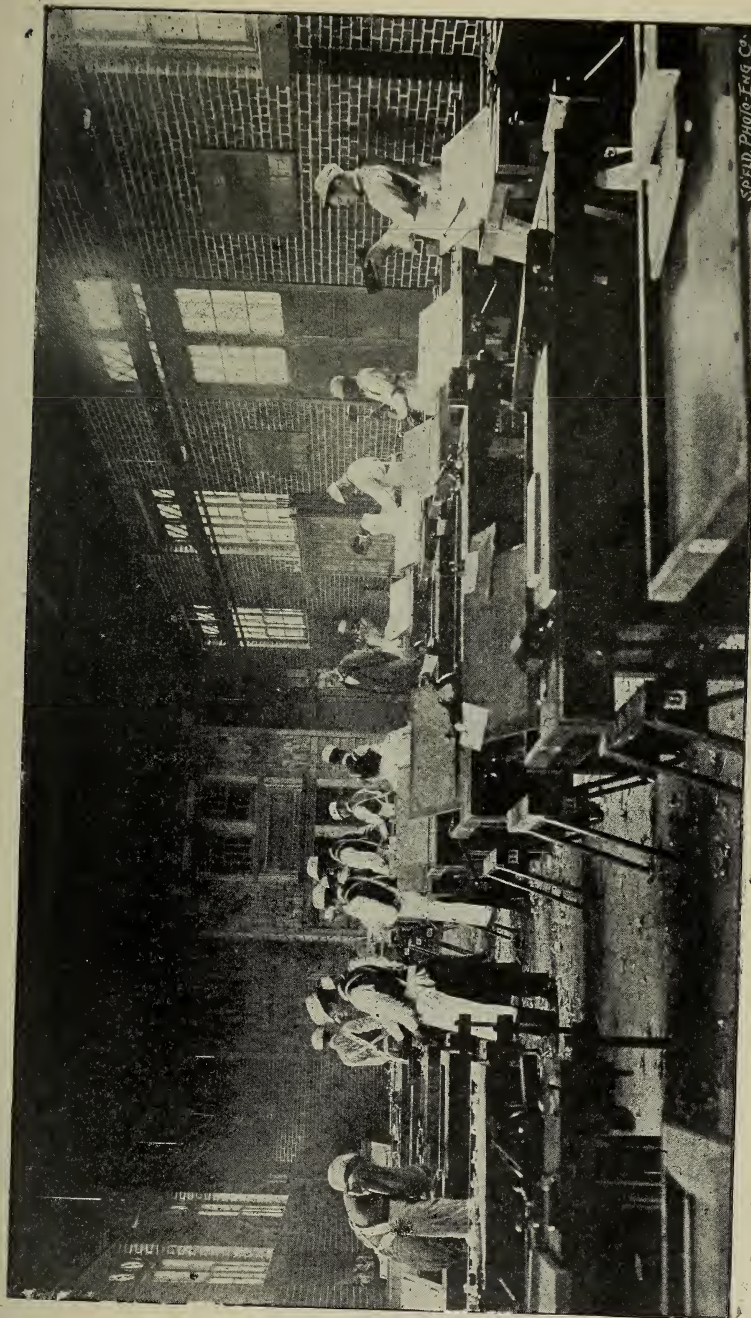
BRICKLAYING AND PLASTERING.

In this as in the carpentry and painting courses, the greatest stress will be laid on plain house work, including foundations, walls, arches and chimneys.

Lessons on limes and cements, brickmaking and such important matters will be given throughout the course.

Lathing will be taken up with plastering.

The room in which the plastering is taught is arranged



CARPENTRY ROOM

SPENCER PHOTO CO.

like the painting room with booths representing rooms.

In the bricklaying room there is ample space for the erection of several brick houses under the Trade School roof which makes it possible to work at this trade in any kind of weather.

Outside Work.

The last year's class have been employed outside on a new building which the Institute has been erecting and have thus had an excellent opportunity to add to their technical training the very best kind of practical experience.

WHEELWRIGHTING.

This course is intended to fit one to be able to handle the work that is found in the ordinary country wheelwright shop, after taking which the student is expected to be able to build a farm wagon or a plain carriage from beginning to end.

Opportunity is given for a partial course in blacksmithing to go with this course, so that at least the student will know what is needed to properly iron up his work.

It would be well, too, for the wheelwright to know something of plain carriage painting and we advise taking an extra year in the paint shop, if it can be afforded.

Outside Work.

In wheelwrighting, as in other trades, there is an excellent opportunity for supplemental training in the Farm Wheelwright Shop.

BLACKSMITHING.

The Blacksmith Shop contains sixteen complete outfits of forges, anvils, sledges, hand hammers, swags, fullers, in fact all the necessary tools for a comprehensive course in smithing. Opportunity is given to follow out special lines

of work such as horse shoeing, tool making, carriage work, etc. The same privilege holds true of outside work as in the other trades, for there is another blacksmith shop which does work for the trade, in which Trade School boys may be employed. The study of iron and steel and the care of the fire comes into the Trade School course.

MACHINE SHOP WORK.

The machine shop is fitted with the most modern machine tools and students in this department are given a thorough course in chipping and filing, turning, boring, drilling, planing, milling, etc., and ending by building the whole or part of a machine tool.

Lessons in tool-making, tempering, and some foundry practice are included.

COURSE FOR TEACHERS IN INDUSTRIAL SCHOOLS.

On account of the spirit which was given to Hampton Institute by General Armstrong, namely, that its principal aim should be to educate teachers, and to fill the fast increasing demand for industrial teachers in the South, the Trade School has arranged to give a course of instruction which may be known as the Normal Industrial Course. In this course the student may take all his training in a single department and become expert along one line, or he may take a round through several departments and prepare himself for a general teacher or head of an industrial department of a school.

In this line will be included : 1st, shop work; 2nd, practice at teaching; 3rd, study of equipments and cost of same; 4th, study of courses of instruction ; 5th, academic training, the same as regular Trade School students.

All students in this course will be subject to the same requirements that are given for Trade School students.

ADDITIONAL TRADE COURSES.

In addition to the courses offered in the Trade School, apprentices are taken in the following courses in connection with the school industries. The number received in this way is limited.

COURSE IN STEAM ENGINEERING:

This course embraces:—First; an elementary training in the machine and blacksmith shops, including chipping, filing, polishing, scraping, fitting brasses, and repairing old work, lathe and planer work, pipe fitting, blacksmithing, including drawing, upsetting, welding, tempering, &c. This training is given in the machine shop of the Trade School.

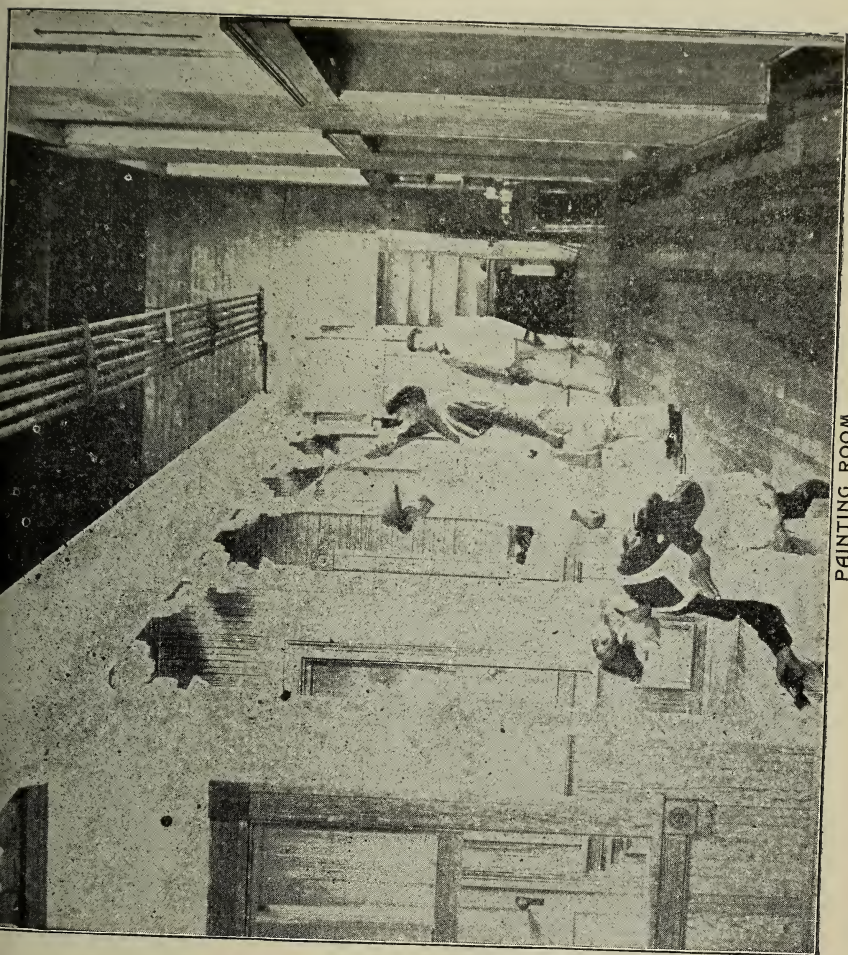
Second; care and management of boilers, including building, stoking, drawing, and banking fires, regulating draught, water supply and steam pressure, using injector, inserting water gauges under pressure, blowing flues, scraping or cleaning tubes, safety valve adjustment, patching and caulking boilers, inserting and expanding boiler tubes, packing valves.

Third; practice in running and caring for engines, making steam connections, setting slide valve, giving proper lap and lead, setting eccentric, arranging for the proper cut-off, filling oil cups, speeding governors, fitting belts, lining up, taking indicator cards, and calculating indicated horse power.

This course is intended to fit men to run boilers or engines in connection with mills, electric light plants, farms, etc.

COURSE IN TINSMITHING:

Instruction will be given in the care and use of tinner's tools, in working out the processes entering into general tin work;—as roof covering, conveying of water, manufact-



PAINTING ROOM

ure of tinware, setting up stoves and pump work. It will include pattern cutting, folding on brake, soldering, riveting, brazing, burring, double seaming, forming on rollers, hand seaming, beading, bending and mitering.

Enough practical work is found on the school grounds to give good drill in the many applications of the tinner's trade.

TAILORING:

All young men who desire to learn the trade will be admitted to a three months probation, and if they prove satisfactory may then take a three years course as follows:—

1st year,—Technical work in sewing, free-hand drawing, and the study of woolens, with occasional talks on business methods and etiquette.

2nd year,—Sewing, free-hand drawing, the study of fabrics, study of the cost of garments, practical example in estimating materials and cost of suits, study of the form, drafting by actual measurements, alterations.

3rd year,—Review of what has been taught in the two previous years, test of the student's executive ability, and special practice and instruction in the details of running a successful business. Practical talks will be given from time to time in regard to the purchase of goods. During this year as much productive work as possible is given the student.

COURSE IN SHOEMAKING:

In this course practice and instruction are given in the steps leading to the production of a shoe, as follows:

Making waxed ends, practice in sewing the various stitches, putting on patches with cement, nailing and pegging soles, sewing welt to upper, sewing sole to welt, using sewing machine in stitching upper leather, putting in lining,

taking old shoes apart, learning the names of parts and the methods of putting together, practice in cutting lifts and soles, soling and heeling on both pegged and sewed work.

There will then follow, cutting uppers by pattern, stitching, lasting, bottoming and finishing a pegged shoe of ordinary grade.

After this will follow measuring foot, fitting last, developing patterns, selecting stock,—as uppers, soles, counters, felt, threads, &c., cutting out stock and making sewed shoe to measurements.

Lectures and study on leather and other shoe materials, styles of shoes, taking measure and developing patterns, shoe manufacture, making estimates, &c.

COURSE IN HARNESS MAKING AND CARRIAGE TRIMMING:

In this course students are taken through the processes or steps leading to the making of various kinds of harness and to carriage trimming; following which, application of the processes is given on harness and carriage work. Instruction and practice are given in making threads, cutting, skiving and rounding edge of piece for strap, punching, putting on loop and buckle and stitching same, making simple parts of harness, as hame strap, breeching strap, and girth.

Second, making folded bodies, including making and using patterns in cutting lays, stitching, straight and figured creasing, skiving and swelling up waved and straight raised lays, applying these in breeching, girth, breast collar, lacing in soft cheek loops, &c.

Third, practice in saddle work,—as in express, buggy, or couple harness, using tree, cutting skirts from patent or harness leather and making to tree, making pad from pad leather or cloth, covering reed and binding saddle, stuffing with hair, tufting, stitching, putting in billets and terrets.

Fourth, practice on round work such as gag, face and

winker rounds, round hip strap, trace, rein, and bridle.

Fifth, practice in cushion work, trimming shafts, leathering dashers and fenders, making falls, lazy back cushions, &c., work on buggy and extension tops, cart, saddles and other harness and carriage work.

Lectures and study on leather, kinds and styles of harness and carriages, measuring and fitting harnesses, drafting harnesses, estimating cost, &c.

COURSE IN PRINTING:

Applicants for this trade must pass examination for entrance to the middle class.

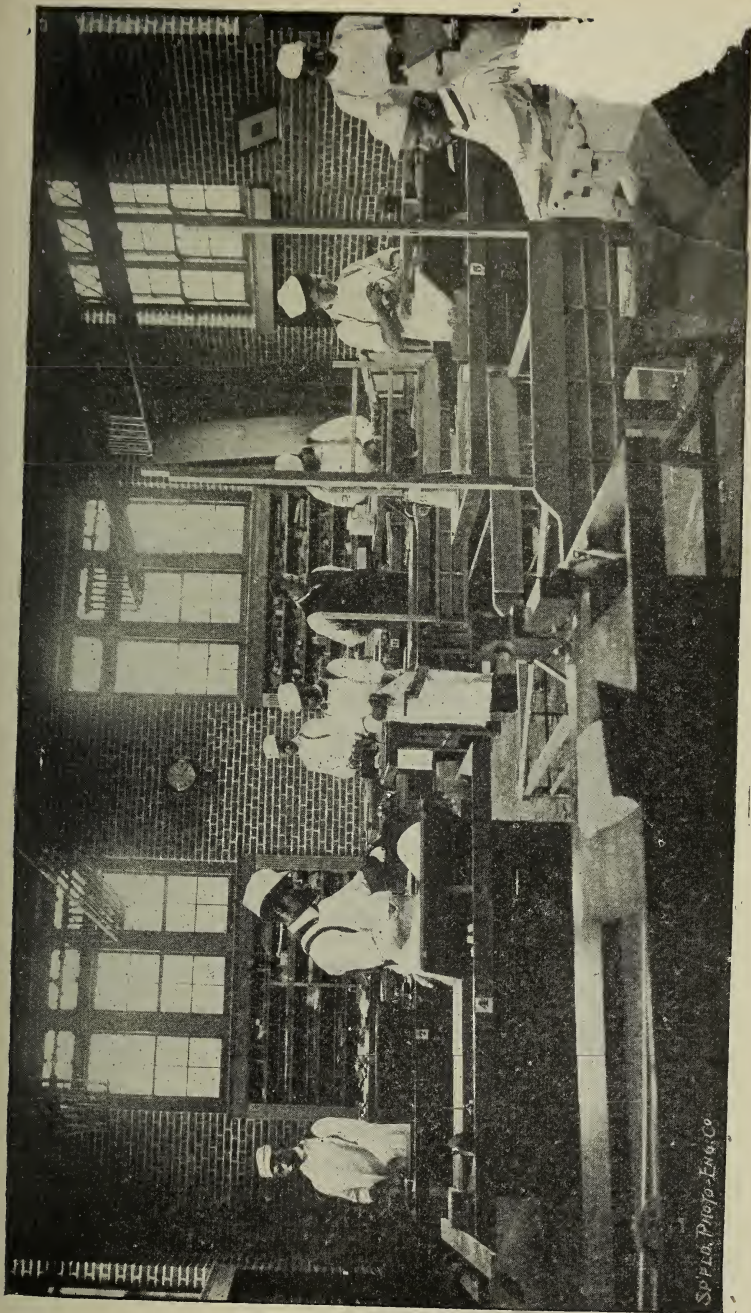
Instruction and practice are given in presswork, including making ready, and running jobs on small job press; at the case in plain composition,—as learning cases, sizes, and faces of types, proper position for holding composition stick, setting type, justifying, emptying stick and putting on galley; leading, arranging in chase, locking up, proving and correcting proof, cleaning and care of type, distributing dead matter, &c., reading proof, making ready and running cylinder press; check and order book binding, book composition and imposition.

Application of these principles is given in the varied work of the printing office, as, setting and printing note heads, bill heads, circulars, envelopes, posters, bills of fare, tabular work, blanks, color work, tablet binding, &c.

Lectures, reading and study will include topics connected with general printing,—as, book binding, stereotyping, electrotyping, various processes of cut making; stock, making estimates, &c.

COURSE IN MECHANICAL DRAWING:

The course in mechanical drawing is given as a part of the trade training to those taking a course in carpentry, blacksmithing, brick-laying and plastering, wheel-wrighting,



WHEELWRIGHT SHOP

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cabinet making, tin-smithing, engineering, harness making, shoe making, tailoring, painting and machine work, and to those who may be engaged as skilled hands in the various industries.

The drawing is arranged with the view of giving the student a general knowledge of working drawings, preparing him to interpret intelligently drawings placed before him, and to cultivate his ability to make working drafts, plans, elevations, and sections of tools, buildings, machines, wagons, and other work in the line of his trade, and to work according to the same.

The course embraces two years.

To those entering the trade courses it is given at the beginning of the course. It is given to all those in the industries who have spent one year at their trade, either in the shops or in the Trade School.

The course comprises:—

1. Spacing and drawing lines,
 - a.* Straight. *b.* Curved.
2. Making joints,
 - a.* Between straight lines.
 - b.* " " " and curves.
 - c.* " curved lines.
3. Making block letters.
4. Geometrical problems.
5. Making planes, elevations and sections from copy.
6. Making same from object, likewise detail working drawings, all to scales.
7. Getting out bill of materials and estimating cost of some piece of work actually done.
8. Designing and estimating. In this it is contemplated that in the latter part of the second year some of the higher theoretical points of each trade will be touched on in the form of lectures by the instructors or foremen in the various departments.

DEPARTMENT OF PRODUCTIVE INDUSTRY.

These industries are conducted as business enterprises and are open for students who have passed a year in the Trade School, or Training Department. (See page 60 under Trade Courses.)

They afford the opportunity of learning how productive industries are managed, of making practical application of the principles learned in the Trade School, and incidentally of earning wages. They also furnish some opportunities for unskilled labor to young men working for credit to enter the Day or Trade School.

Students who fail to give satisfaction, whether as mechanics or unskilled laborers, will not be retained.

HUNTINGTON INDUSTRIAL WORKS.

These works comprise three departments; the saw mill and lumber yard, the planing mill, and the carpenter and cabinet shop.

The saw mill is equipped with a band saw, with steam feed and conveying rolls, and automatic trimmer and slasher; employs about twenty-five men, and saws annually six million feet of lumber. This is brought to the mill in rafts, and after sawing is kiln-dried and shipped to various markets.

The planing mill, with its equipment of saws, planers, matching, and moulding machines, is engaged in the manufacture of mouldings, flooring, ceiling, siding, and other house furnishings for the general market, and employs about fifteen men.

The carpenter and cabinet shop employs about twelve workmen, and is engaged in the manufacture of window and

door frames, sash, doors, mantels, scroll work, and other interior and exterior finish, stair work, and cabinet work, as chests, bookcases, tables, &c. It has an equipment of lathes, circular, jig and band saws, buzz and pony planers, boring, mortising and tenoning machines, cabinet benches and tools.

Yellow and white pine, poplar and hard woods are used.

CARPENTER AND REPAIR SHOP.

This shop is supplied with general carpenter's tools, circular and small saws, upright moulder and mortising machine and employs about twelve workmen.

It has charge of the general repair work of the buildings, of which there are upwards of fifty, and of the furniture connected therewith; manufactures new work,— as easy chairs, desks, tables and other cabinet work, and does a portion of the new building.

WHEELWRIGHT AND BLACKSMITH SHOP.

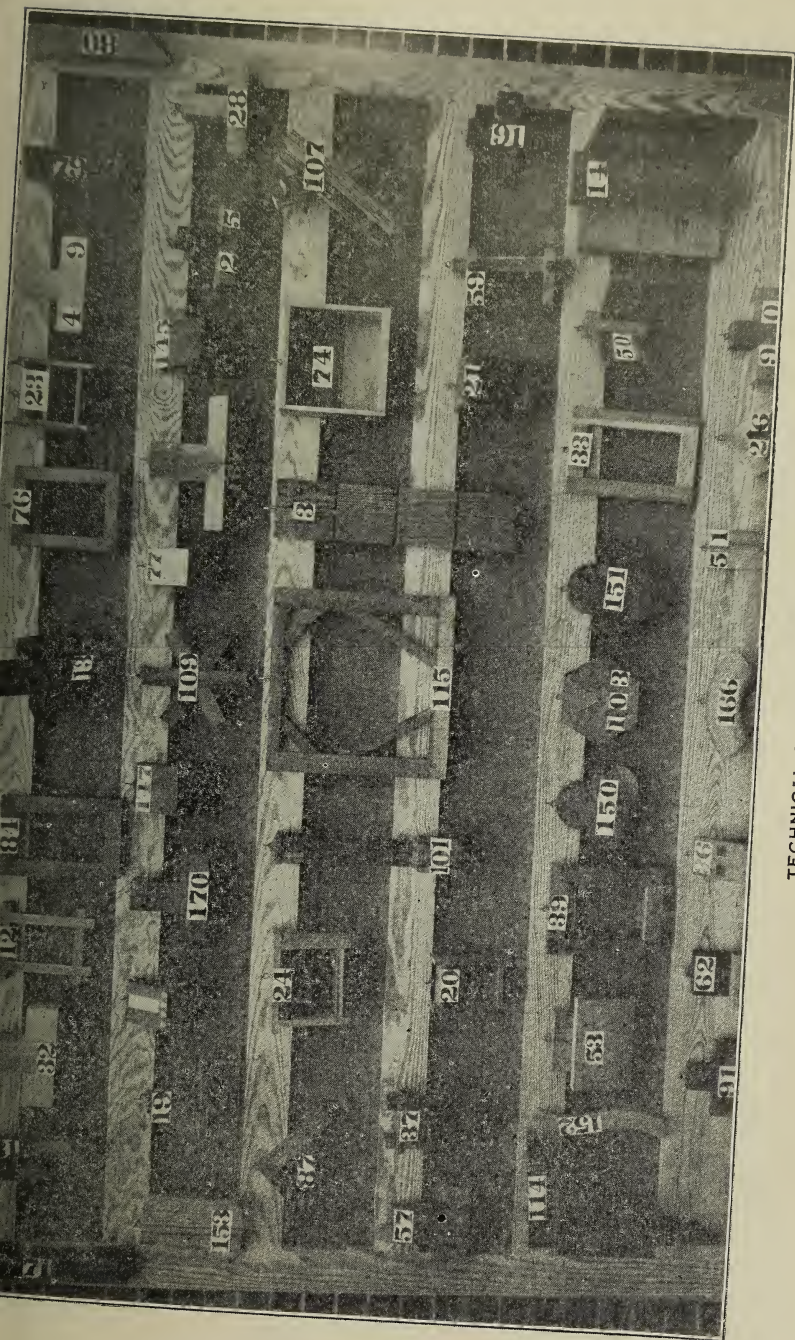
This shop, with its two departments, is engaged in manufacturing carriages, wagons and carts for the School and for local trade, in general repair work, and in horseshoeing.

The wheelwright department has an outfit of general wheelwright tools and benches and employs about eight workmen.

PAINT SHOP.

This shop does all the painting connected with the fifty buildings on the premises, both exterior and interior work, kalsomining and paper hanging; also the painting and finishing of the products of other shops, as carts, barrows, agricultural implements, furniture, sign painting and lettering; upholstering work on chairs and other furniture, mattresses, and the like.

Employment is given to about ten men.



TECHNICAL COURSE IN WOOD WORK

TIN SHOP.

The tin shop has charge of the general tin and stove work connected with the institution,—as the making and repairing of utensils, laying and repairing tin roofing, making and hanging conductors, making stove pipe, setting up stoves, and other shop and general outside repair work.

ENGINEERING DEPARTMENT.

This department has the care of the steam plant for furnishing the steam for power and for heating, also of the water supply. It includes the management of nine boilers, the running of three large and four small engines, the heating of three dry kilns and nearly all the buildings on the premises, the running of the steam pumps connected with the water supply and sewerage, and the laying of water and steam pipes in both new and repair work. It employs an average of seventeen men.

TAILORING DEPARTMENT.

This department employs about twenty students.

It furnishes the uniforms of the cadets, manufactures citizen's suits for school and outside trade, and does custom work in general, making yearly upwards of 1,500 garments. It also does scouring, pressing, repairing, and similar work for the school and for outside trade, also the designing of patterns.

SHOE SHOP.

The shoe shop is engaged in the manufacture of hand-made shoes, both work shoes and fine grade, pegged and sewed, for the Institution and for outside custom trade, and in general repair work.

It employs about nine students and has the ordinary outfit of tools and appliances.

HARNESS SHOP.

All the harness work of the Institution is done in this shop, including repairing and making new harness for farm work, driving, &c.

Harnesses are also made to order for outside customers, and repair work is done for the public generally.

Carriage trimming, as it is included in carriage repair work, is also done.

The shop has the usual supply of tools and appliances and employs an average of five men.

NORMAL SCHOOL PRESS.

The work of this department includes all the School printing, as letter heads, envelopes, circulars, catalogues, outside job work, two monthly publications, and one weekly paper.

The equipment consists of a cylinder press, two job presses, a lever and a steam cutter, perforator, stabber, card cutter, and wire stitching machine.

It employs about twenty men.

FARMING.

The land under cultivation comprises about 700 acres, 100 at the School farm and 600 at the Hemenway farm five miles distant.

Corn and oats are the principal crops, with some hay, potatoes, and other vegetables.

The farms are stocked with 130 cows, 40 to 50 young cattle, 40 horses and several hundred hogs and poultry.

The product of butter, milk and cream from the dairies is used in the School and to supply local trade.

Products from the greenhouse are largely shipped away, as are also other surplus products.

Modern buildings, machinery, and appliances are in use at both farms.

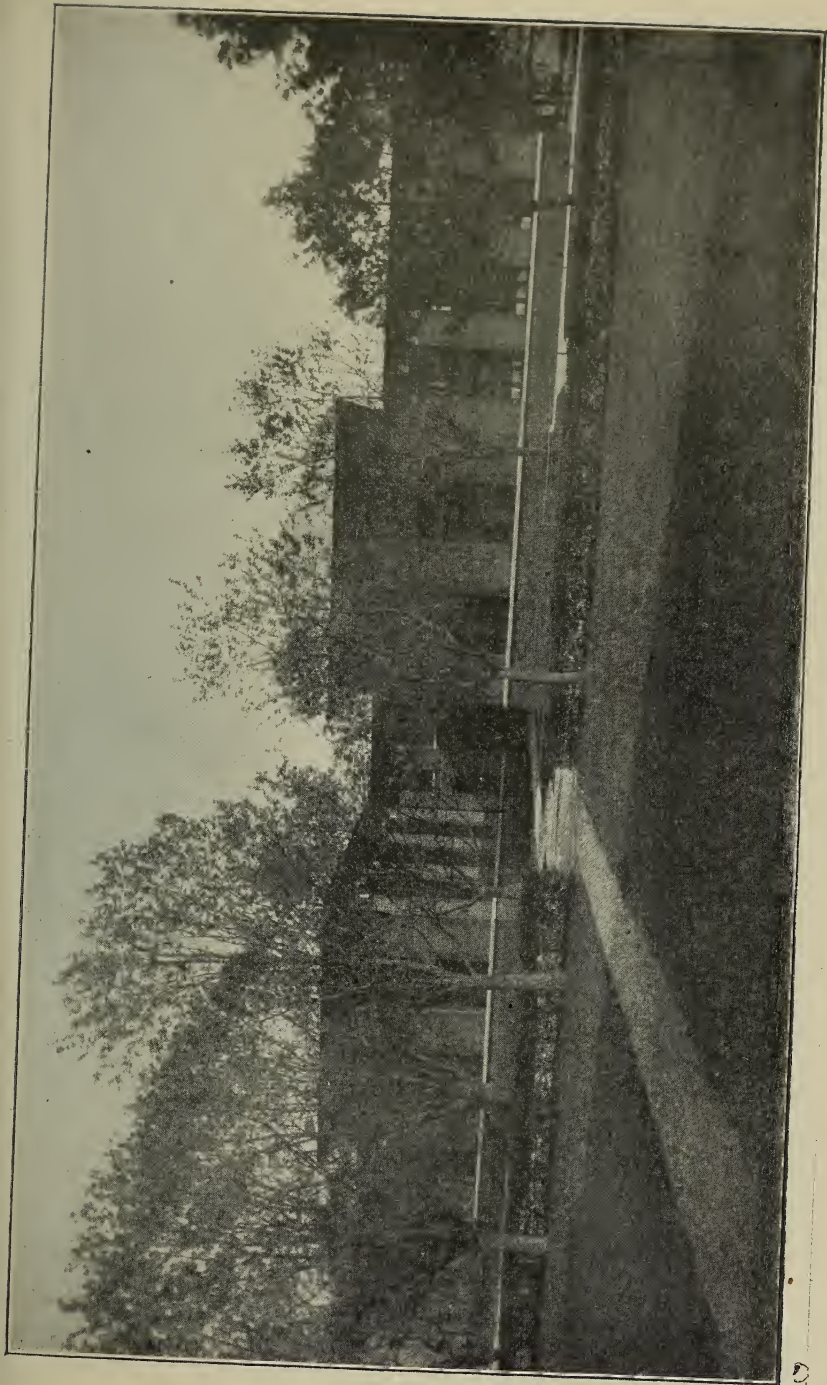
SEWING AND FURNISHING DEPARTMENT.

This department supplies all the bed and table linen, towels, etc., needed by the Institution, and fills orders for shirts and underwear for the young men, and for gymnastic suits, cooking aprons etc., needed by the young women. It employs about fifteen seamstresses on full time.

HOUSE-WORK, ETC.

Beside the work furnished incidentally in the previously named industries to students working for a credit balance, employment is offered, both to young men and young women, in the various household departments and offices. Young men are employed as waiters, cooks, and helpers in the dining-rooms and kitchens, janitors, laborers about the grounds, orderlies, etc. Young women can find work in the care of rooms and corridors, and in the large steam laundry where the weekly wash of the whole Institution is done, and where the clothes of the young men are mended.

DOMESTIC SCIENCE BUILDING



Class Lists.

DAY SCHOOL.

NORMAL CLASS.

Conger, Lucy	Yankton, So. Dak.
Davis, Sallie A	Huntersville, Va.
DeCora, Julia	Winnebago, Neb.
George, Lucinda	Onondaga Castle, N. Y.
James, H. Lou E	Hartford, Conn.
McKinney, Fannie C	Huntington, W. Va.
Virginia, Helen E	Rome, N. Y.
Wall, Bettie A. (Cooking)	Lunenburg C. H., Va.
Murrell, Charles W. (Business)	Jacksonville, Fla.

SENIOR CLASS.

Bell, Nora N	Eastville Station, Va.
Bluford, Mary E	Sassafras, Va.
Brothers, Daisy E	Bowers Hill, Va.
Cooper, Mary A	Henderson, N. C.
Epps, Hattie	Franklin, Va.
George, Helen A	Irving, N. Y.
Hunter, Rosa A	Lynchburg, Va.
Johnson, Emily E	Hodge's Ferry, Va.
Jones, Lucy Lee	Aik P. O., Va.
Kirby, Mamie E	Hampton, Va.
Major, Helena G	Phœbus, Va.
Quinney, Louise	Gresham, Wis.
Ridgeway, Sadie	Rodman, Va.
Smith, Carrie C	Lynchburg, Va.
Sookens, Magnolia	Farmville, Va.
Sparks, Josephine V	Matthews, C. H., Va.
Splitlog, Inez	Cayuga, Ind. Ter.
Wilson, Lulie V	Norfolk, Va.

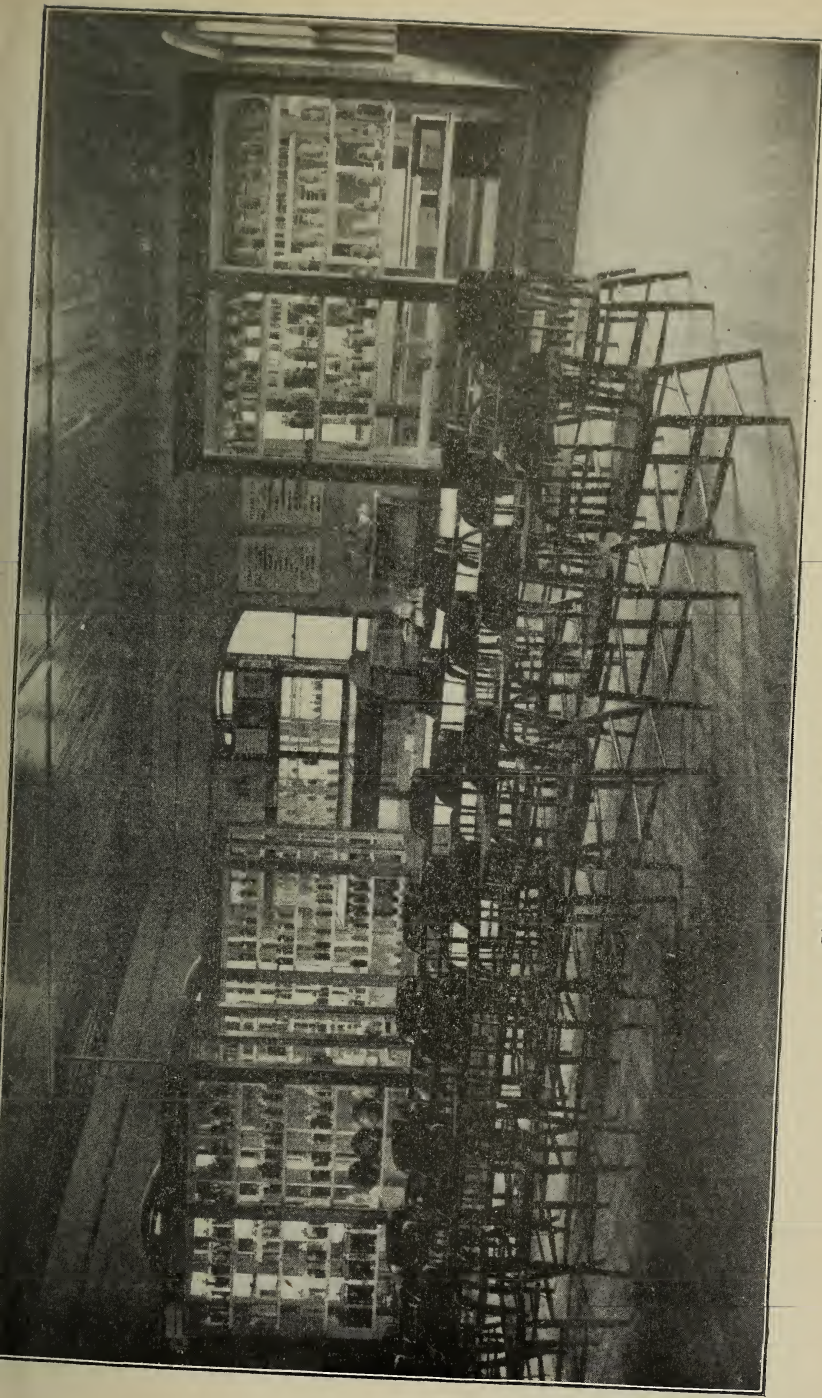
Aukle, Matthew	Standing Rock, N. Dak.
Barksdale, John C.	Dominion, Va.
Barnette, Vascar G.	Lynchburg, Va.
Beale, John T.	Poticase, N. C.
Bishop Lucius L.	Versailles, N. Y.
Brown William N.	Macon, Ga.
Carper, James C.	Phœbus, Va.
Carter, William H.	Gloucester C. H., Va.
Chappelle, John W.	Berlin, Va.
Cheeseman, Joseph E.	Peake's P. O., Va.
Coles, Matthew	Lisbon, Va.
George, Samuel	Irving, N. Y.
Gordon, Richard S.	Buckingham C. H., Va.
Herbert, Charles H.	Phœbus, Va.
Johnson, Edward A.	Charlottesville, Va.
Kimball, William R.	Charlottesville, Va.
Lewis, Lazarus J.	Oxford, N. C.
Nelson, Hamlin	Roanes, Va.
Rose, T. Edward	Savannah, Ga.
Ross, John H.	Salem, Va.
Scott, William L.	Cobham, Va.
Seals, Henry W.	Glade Springs, Va.
Smith, Richard B.	Allendale, S. C.
Smith, Eugene F.	Green Bay, Wis.
Starnes, Aaron J.	New Orleans, La.
Tynes, Charles H.	Norfolk, Va.
Walker, John G.	Fort Defiance, Ariz.
Walker, Joseph	Augusta, Ga.
Wallop, Robert H.	Horntown, Va.
Williams, John H.	Atlas, Va.

MIDDLE CLASS.

Alexander, Araminta V.	Palmer's Springs, Va.
Allen, Gertrude L.	Newport News, Va.
Booth, Mary S.	Roanes, Va.
Bourke, Elvin A.	Savannah, Ga.
Braxton, Eva C.	Belle Roi, Va.
Bright, Annie G.	Seldon, Va.
Brown, Cornelia E.	Bridgeport, Conn.
Bush, Emma	Washington, D. C.

Campbell, Lucy A.	Savannah, Ga.
Carlow, Elizabeth	Pine Ridge. So. Dak.
Cary, Estella M.	Winifred, W. Va.
Chadwell, Martha	Williamstown, Mass.
Cornelius, Elizabeth	Oneida, Wis.
Cross, Alice	Reedy, Va.
Davis, Bertha May	Bridgeport, Conn.
Dickerson, Pearl	Deans, Va.
Dixon, Lestella	Lynchburg, Va.
Green, Malsie D.	Pekin, N. C.
Gregory, Susan	Bristol, Tenn.
Harris, M. Isabell	Calhoun, Ala.
Holmes, Mattie F.	Phœbus, Va.
Hunter, Olive	Hampton, Va.
Mackey, Aginora J.	Berkley, Va.
McMillan, Lucinda F.	Jacksonville, Fla.
Miller, Addie G.	Portsmouth, Va.
Morford, Hattie	Chattanooga, Tenn.
Morton, Clara	Boydton, Va.
Mossom, Mamie.	Phœbus, Va.
Mundy, Genie	Henderson, Ky.
Nottingham, Martha	Cheapside, Va.
Oliver, Iola	Birmingham, Ala.
Payne, Laila	Danville, Va.
Peters, Nellie H.	Gresham, Wis.
Price, Ada R.	Priddy's, Va.
Pride, Annie	Lynchburg, Va.
Robinson, Rosa	Glendower, Va.
Robinson, Marie F.	Harrisburg, Penn.
Scott, Sadie E.	Cobham, Va.
Stroud, Mary L.	No. Adams, Mass.
Swayney, Arizona	Cherokee, N. C.
Tyson, Mary E.	Phœbus, Va.
Walker, Mary E.	Hurtsville, Va.
*Whitecrow, Clara	Tiff City, Mo.
Wilder, Beulah	Washington, D. C.
Williams, Sallie L.	Ware Neck, Va.
Wrenn, Lucy	Reynor P. O., Va.
Wright, Alice	Churchland, Va.

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CLASS ROOM, DOMESTIC SCIENCE BUILDING

Bell, H. Spencer	Memphis, Tenn.
Bolden, Thomas J.	Sassafras, Va.
Bowman, Peter E	Blackstone, Va.
Byrd, John H	Temperanceville, Va.
Carr, Thomas A	Charleston, S. C.
Carr, Cornelius	Calhoun, Ala.
Clements, George W	Fort Payne, Ala.
Derricks, Jacob	Samama, San Domingo.
Elliott, Isaiah	Boston, Mass.
Elm, Andrew	Oneida, Wis
Evans, Cephas M	Ware Neck, Va.
Evans, Robert H	Farmville, Va.
Felton, Thomas W.	Churchland, Va.
Fielder, Henry W	Forest City, So. Dak.
Flagg, Chas. E	Montgomery, Ala.
Gaines, Effinger W	Tyro, Va.
Garrett, Adolphus	Goranstown, Md.
Gill, Lee A	Washington, D. C.
Goldsborough, F. D	Skipton, Md.
Griffin, John W	Elliston, Va.
*Hobbs, Daniel C.	Drewryville, Va.
Johnson, Samuel S	Lynchburg, Va.
Johnson, John A.	Petersburg, Va.
Jones, Walter D	Richmond, Va.
Kendrick, Abram	Bristol, Tenn.
Kennedy, Francis A	Versailles, N. Y.
Lancaster, Geo. C.	Farmville, Va
Lee, Alonzo	Cherokee, N. C.
Lewis, Edgar D	Bristol, Va.
Lewis, Alexander N	Matthews C. H. Va.
Lightfoot, Edward A	Plainsfield, N. J.
*Moore, Alex. T	Mount Landing, Va.
Mosby, J. W. H.	Negro Foot, Va.
Nicholas, Geo. W.	Goranstown, Md.
Owens, James E	Gilenton, Va.
Robinson, Henry	Phoebus, Va.
Robinson, Sam'l Wm	Cookoo, Va.
Rouillard Alex. M	Santee, Neb.
Russell, Charles T.	Richmond, Va.
Schiller, Garlein	Starke, Fla.
Sessoms, M. P	Powersville, N. C.

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Sparks, Stephens D.....	Stevensville, Va.
Starks, Benette M.....	Eagle Rock, Va.
Stephens, Wm. G.....	Dawson, Ga.
Stovel, George B.....	East Paget, Bermuda.
Sulley, Edward T.....	Manchester, Va.
*Taylor, Daniel M.....	Bristol, Va.
Thorne, William M.....	Somersville, S. C.
Washington, John W.....	Steelton, Penn.
Weston, Henry G.....	Henderson, Ky.
Wilson, James N.....	Jacksonville, Fla.
Wilson, Lewis E.....	Portsmouth, Va.
Young, Wm. H.....	Snow Hill, Md.

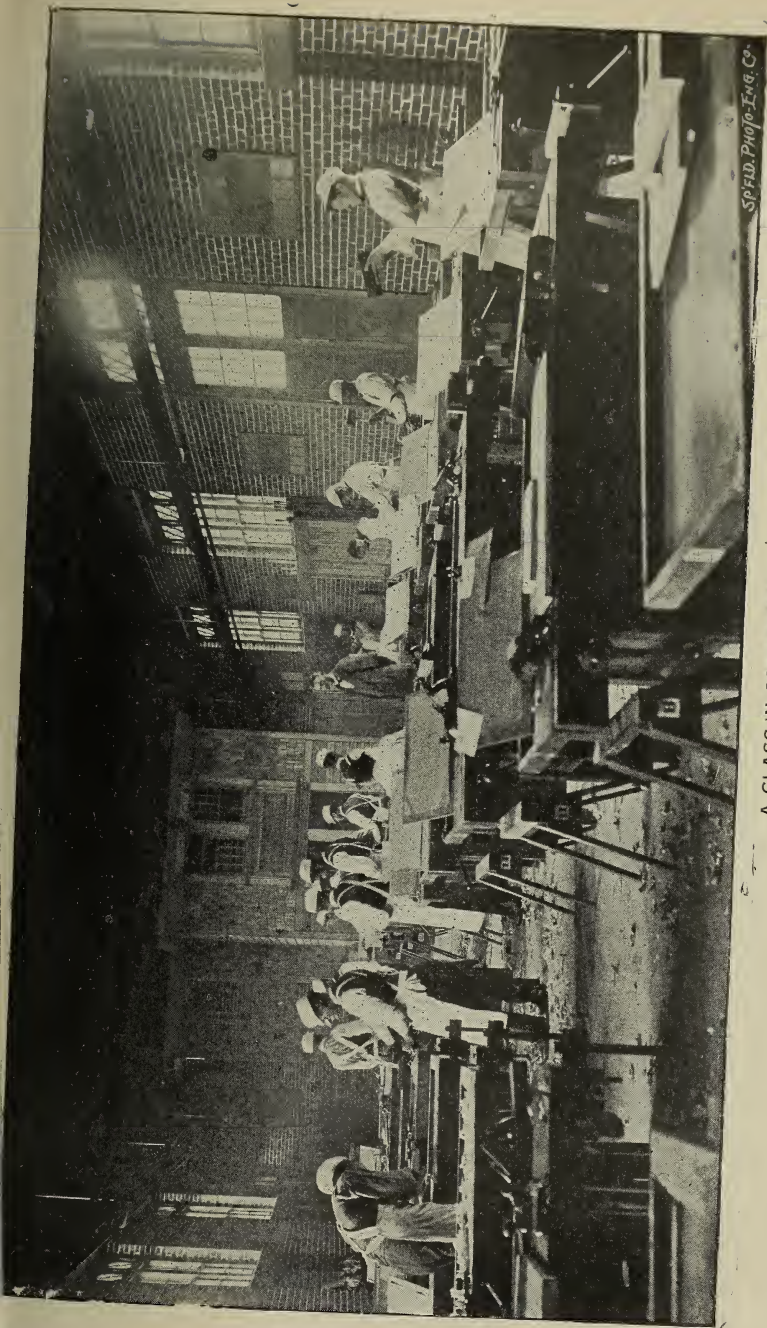
JUNIOR CLASS.

Anderson, Henrietta.....	Berkley, Va.
Atkinson, Marcella F.....	Lexington, Va.
Baird, Phoebe.....	Oneida, Wis.
Banks, Louisa F.....	Earleysville, Va.
Berkeley, Almetra.....	Jetersville, Va.
Black, Youtha O.....	Lynchburg, Va.
Booker, Maggie G.....	Phœbus, Va.
Booth, Jannie Dee.....	Roanes, Va.
*Brown, Mary M. L.....	Brooklyn, N. Y.
Cary, Tempie A. C.....	Estmont, Va.
Cooke, Emma J.....	Gloucester C. H., Va.
Copeland, Lilia.....	Suffolk, Va.
Cornelius, Cornelia.....	Oneida, Wis.
Diuguid, Alla.....	Dinguid's, Va.
Elliott, Missouri.....	Beamons, Va.
Ferguson, Rebecca B.....	Charlottesville, Va.
French, Julia.....	Hampton, Va.
Fuller, Elenora.....	Norfolk, Va.
Goode, Mary M.....	Boydton, Va.
Ground, Lillian.....	Tonawanda, N. Y.
Harmon, Mary M.....	Keller, Va.
*Harmon, Burnette.....	Hampton, Va.
Harris, Lena J.....	Phœbus, Va.
Hartsfield, Etta.....	Raleigh, N. C.

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Haskins, D. Belle	Coles Ferry, Va.
Henson, Sarah J	Townsend, Del.
Hill, Martha	Green Bay, Wis.
Hill, Eliza S	Green Bay, Wis.
Hoffman, Sallie	Lexington, Va.
Jackson, Alice E	Richmond, Va.
Jackson, Cornelia A	Williamsburg, Va.
Jones, Sarah A	Hodge's Ferry, Va.
Lee, Julia	Cherokee, N. C.
Ligon, Laura	Montgomery, Ala.
Little, Alice V	Cornland, Va.
*Lively, Victoria	Hampton, Va.
Marshall, Eva B	Huntersville, Va.
Miller, Ida	Gresham, Wis.
Miller, Rosa	Gresham, Wis.
Neal, Lottie F	Phoebus, Va.
Norfleet, M. Louise ..	Huntersville, Va.
Peters, Bessie	Gresham, Wis.
Peyton, Hester A	Portsmouth, Va.
Powless, Cora M	Oneida, Wis.
Quinney, Adele	Gresham, Wis.
Saunders, Mary	Hampton, Va.
Seneca, Elnora	Versailles, N. Y.
Skenandore, Marian	Oneida, Wis.
Smith, Maggie V	Hampton, Va.
Smith, Hallio L	Zanoni, Va.
Taliaferro, Helen N	Gloucester C. H., Va.
Thomas, Mary Ann	Oneida, Wis.
Todd, Nettie H	East Lexington, Va.
Truehart, Emma L	Hampton, Va.
*Turner, Eliza J	Phoebus, Va.
Turner, Frances A	Phoebus, Va.
Waterman, Jessie	Onondaga Castle, N. Y.
Williams, Mary M	Raymond City, W. Va.
Wright, Julia	Goldsboro, N. C.
Allen, Laurie L	Charlottesville, Va.
Bailey, James, A	Hampton, Va.
Baird, Chauncey	Oneida, Wis.
Barksdale, Fountain V ..	Dominion, Va.
*Bivins, Horace W	Keller, Va.

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A CLASS IN CARPENTRY

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Bolling, Thomas A.	Hampton, Va.
*Carper, Robert	Phoebe, Va.
Chappelle, Peter	Berlin, Va.
Daggs, John Wm.	Keene, Va.
Dickerson, Chas. Wm.	Banister, Va.
Embry, Samuel	Stamford, Ky.
Fire Cloud, James	Crow Creek, So. Dak.
Frost, Charles A.	Omaha, Neb.
Green, Ausbon B.	Warrinton, N. C.
Griffin, Giles W.	Elliston, Va.
Howe, Guy M.	Milwaukee, Wis.
Hunter, Josiah E.	Hampton, Va.
Jackson, George H.	Lincolnia, Va.
Jones, Edwin Thos.	Bedford Springs, Va.
Jones, Spotswood R.	Blenheim P. O., Va.
Jones, Chas. H.	Spring Mills, Va.
Joneo, Mason W.	Fort Berthold, N. Dak.
Lewis, Walter O.	Charlottesville, Va.
Lively, Elias A.	Hampton, Va.
Luck, Winston	Danville, Va.
McIntosh, John Emery	Granite Falls, Minn.
Miller, Fred	Gresham, Wis.
Miller, Carl	Gresham, Wis.
Morse, Chas. L.	Collen, Va.
Morse, Warren W.	Denbigh, Va.
Parker, Asher W.	Corydon, Penn.
Patterson, Asa	Santorne, N. Y.
Payer, Alexander	Winnebago, Neb.
Pleasants, Alfred W.	Lexington, Va.
Price, Frank F.	Almagro, Va.
Pride, Claiborne G.	Lynchburg, Va.
Pursley, Thaddeus B.	New York, N. Y.
Scott, Oscar T.	New York, N. Y.
Sickles, Samuel	Oneida, Wis.
Skenandore, Anderson	Oneida, Wis.
Sneed, Pieco	Cherokee, N. C.
Tatiyopa, Henry	Crow Creek, So. Dak.
*Trigg, Fletcher	Lynchburg, Va.
Turner, Chas. H.	Kenmore, Va.
Ukipata, Edward	Ponca, Ind. Ter.

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Webster, Isaiah.....	Oneida, Wis.
*Wharton, Geo. E.....	Metompkin, Va.
Wills, Boling E.....	Collen, Va.
Witcher, Joseph H.....	Chatham, Va.
Wizi, John	Crow Creek, So. Dak.
Wolfe, Abel.....	Cherokee, N. C.
Womack, W. Henry....	Darlington Heights, Va.

PREPARATORY CLASSES.

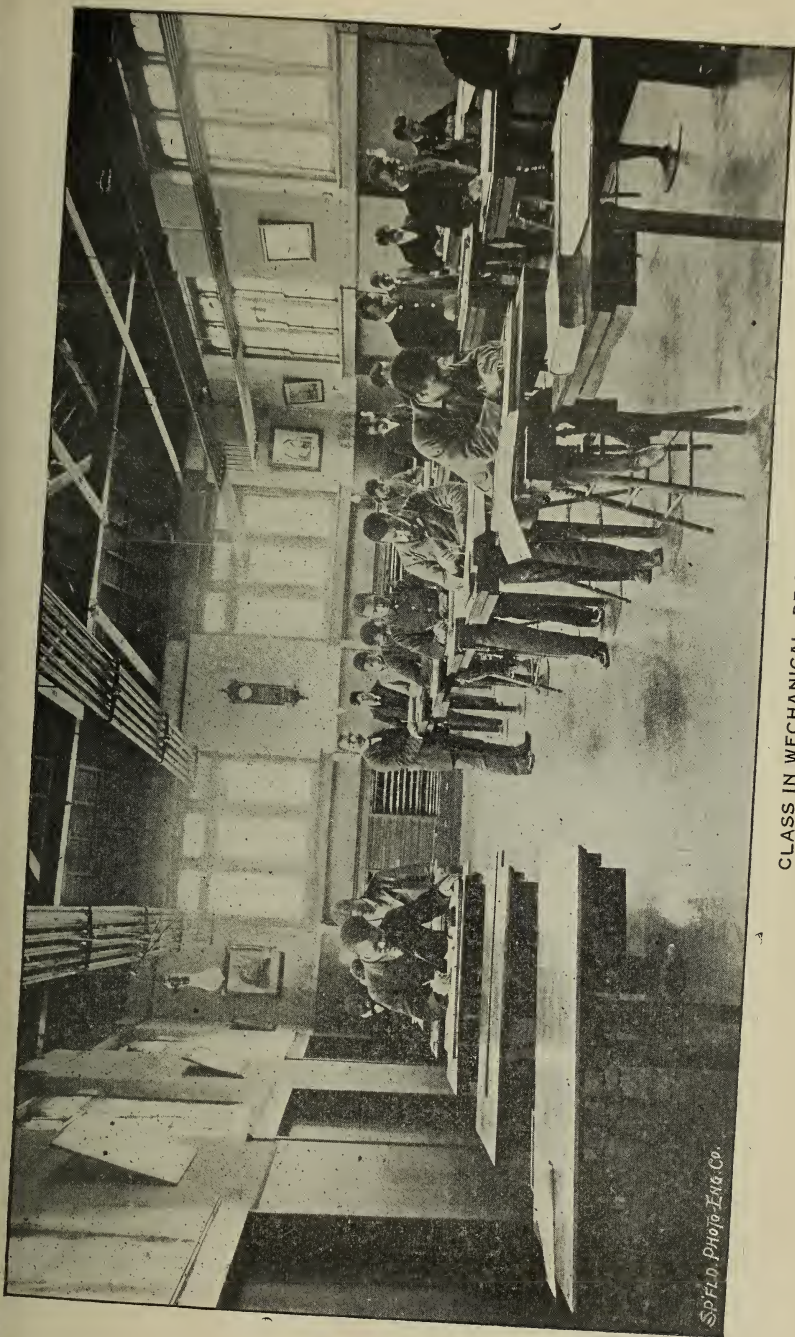
Armstrong, Dora E.....	Brunswick, Ga.
Banks, Elenora.....	Lynchburg, Va.
Barrett, Nancy W	Hat Creek, Va.
Bear, Stella.....	Fort Berthold, No. Dak.
*Black, Blanche.....	Sewall's Point, Va.†
Bluford, Florence A	Sassasfras, Va.
Boggs, Sarah	Baltimore, Md.
Bruce, Lillie J	Hollins, Va.
*Butler, W. Louise....	Greenville, Ala.
Cademy, Matilda A	Shanghai, Va.
Callahan, Edmonia	Smithville, Va.
Cole, Mamie	Washington, D. C.
Connor, Annie L	Prospect Dale, Va.
*Connor, Sarah	Prospect Dale, Va.
Cornelius, Jerusha	Oneida, Wis.
Crocker, Lucy.....	Portsmouth, Va.
Davis, Rosa A	Augusta, Ga.
*Davis, Alexina.....	Chicago, Ill.
Doxtator, Eva	Oneida, Wis.
Doxtator, Libby	Oneida, Wis.
*Earlie, Mamie P	Farmville, Va.
Edmonds, Ermie E	Sutherlin, Va.
Farrar, Meta L.....	Jenning's Ordinary, Va.
Faulke, Eva L	Suffolk, Va.
Fauntleroy, Annie	Hampton, Va.
Fischback, Abbie.....	Gresham, Wis.
Ford, Bettie D.....	Richmond, Va.
Glass, Effie L... ..	Danville, Va.

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Henderson, Mary Elizabeth, Norfolk, Va.
 Hill, Lucinda.....Oneida, Wis.
 Howard, Anna.....Crow Creek, So. Dak.
 Hutcherson, Ardelia.....Lynchburg, Va.
 Jenkins, Emeline.....Williamsburg, Va.
 Jones, Mattie E.....Newport News, Va.
 Jones, Aunie Robertha.....Lynchburg, Va.
 Keith, Winona.....Pine Ridge, So. Dak.
 Lee, Nora.....Cherokee, N. C.
 Lodge, Josephine.....Crow Creek, So. Dak.
 Metoxen, Lottie.....Gresham, Wis.
 Mitchell, Sarah.....Cobham, Va.
 Moore, Sarah L. V.....Sutherlin, Va.
 Nicholas, Carrie.....Earleyville, Va.
 *Phillips, Kate A. W.....Brunswick, Ga.
 Pogue, Pauline A.....Raleigh, N. C.
 Poodry, Fannie.....Akron, N. Y.
 Potter, Artilla F.....Hollins P. O., Va.
 Ross, Margaret M.....New Upton, Va.
 Sitting Bear, Hildah.....Fort Berthold, N. D.
 Skenandore, Lena.....Oneida, Wis.
 Skenandore, Lillie.....Oneida, Wis.
 Stiles, Lottie.....Fort Berthold, No. Dak.
 Taylor, Lizzie.....Cherokee, N. C.
 Washington, Mary J.....New Upton, Va.
 Webster, Rose M.....Oneida, Wis.
 Wright, Sadie V.....Denbigh, Va.

Archiquette, Solomon.....Oneida, Wis.
 Archiquetre, Roberts S.....Oneida, Wis.
 Badger, Fred.....Crow Creek, So. Dak.
 Bailey, Lyman P.....Akron, N. Y.
 Barry, John A.....Crow Creek, So. Dak.
 Bateman, Guy.....Fort Berthold, N. Dak.
 Black Deer, Bruce.....Winnebago, Neb.
 Blythe, Arch.....Cherokee, N. C.
 Brown, Clay J.....Anadarka, Ind. Ter.
 Conger, Henry.....Yankton, So. Dak.
 Cornelius, Sampson.....Oneida, Wis.
 Danforth, Thomas.....Oneida, Wis.

*Left before close of term



CLASS IN MECHANICAL DRAWING.

S. P. F. L. D. PHOTO-ENG. CO.

- *DeMar, Edward E Reserve, Wis.
 Doxtator, Edward..... Oneida, Wis.
 *Elm, Edward Oneida, Wis.
 Fire Tail, Louis..... Crow Creek, So. Dak.
 Frazier, Alfred Santee Agency, Neb.
 George, Wallace K..... Irving, N. Y.
 *Hazelwood, Wm. J. Zion, Ky.
 Hill, Wilson J..... Oneida, Wis.
 Hill, John C Oneida, Wis.
 *Isham, Charles B Reserve, Wis.
 Jones, Adolphus B Niagara Falls, N. Y.
 King, Fred..... Oneida, Wis.
 Knight, Henry W..... Hobbsville, N. C.
 Lambert, Hugh N..... Cherokee, N. C.
 La Rock, Alexander..... Reserve, Wis.
 Long, Will West Cherokee, N. C.
 Medicine Crow, Fred. Crow Creek, So. Dak.
 Metoxen, Joshua..... Oneida, Wis.
 Metoxen Redmond Oneida, Wis.
 *Naiche Paul..... Fort Sill, Oklahoma.
 Owl, Jonah..... Cherokee, N. C.
 Pelkey, Albert..... Winnebago, Neb.
 Pierce, Smith..... Corydon, Penn.
 Plummer, Clarence..... Red House, N. Y.
 Printup, Horatio R Akron, N. Y.
 Roker, Augustus..... Nassau, New Providence, W. I.
 Rouillard, Jesse J..... Santee, Neb.
 Savage, Chas. D..... Metompkin, Va.
 Sawyer, Allen..... Cherokee, N. C.
 Skenandore, Eli..... Oneida, Wis.
 Skenandore, Sheppard. Oneida, Wis.
 Skenandore, Anderson... Oneida, Wis.
 Snyder, Jerry..... Bassam P. O., N. Y.
 Stabler, Simeon..... Omaha Agency, Neb.
 Stephens, Mitchell..... Oneida, Wis.
 *Warren, James W..... Fire Creek, W. Va.
 Welch, Mark..... Cherokee, N. C.
 Williams, James P Ponca Indian Ter.
 Younce, Seymour... .. Cherokee, N. C.
 Younce, George..... Cherokee, N. C.

*Left before close of term.

NIGHT SCHOOL LISTS.

SENIOR CLASS.

Conway, Geo. K....	Washington, D. C.
Isham, Chas. S....	Richmond, Va
Madison, Engene W.....	Austin, Texas.
McNeil, Walter S.....	Bastop, Texas.
McNeil, Augustus C.....	Bastop, Texas.
Moore, Levi V....	Austin, Texas.
Robinson, Benj. H....	Florence, Ga.
Wright, George McD....	Washiugton, D. C.

MIDDLE CLASS.

Parker, Rose O....	Hampton, Va.
Suarez, Ernestine ...	New Haven, Conn.
Allen, John H....	Durham, N. C.
*Beverly, Robert H ...	Bull Run, Va.
Bevier, Robert S....	Henderson, Ky.
Brown, Heyward A. ...	Savannah, Ga.
Cooper, Robert B....	Savannah, Ga.
Davis, Henry W....	Palmer Springs, Va.
Diamond, John C....	Adriance, Va.
*Dorkins, Wm. H....	Pittsburg, Pa.
Edwards, J. Hill ...	Nashville, N. C.
Howze, Alphonso H....	Coffeerville, Ala.
Jackson, James L. ...	Carlisle, Penn.
Jones, J. Fred	Williamsport, Penn.
Keen, Walter ..	Danville, Va.
Lemon, Revedee ...	Sassafras, Va.
Madison, Wm. O ...	Austin, Texas.
Myers, Hugh H....	Phoebus, Va.
Noble, Paul H ...	Savannah, Ga.
Patterson, Jas. Z ...	New Kent C. H., Va.
Pratt, Wm. C ...	Durham, N. C.
Price, John O ...	Camp Nelson, Ky.
Richardson, John L ...	Clay's Mill, Va.

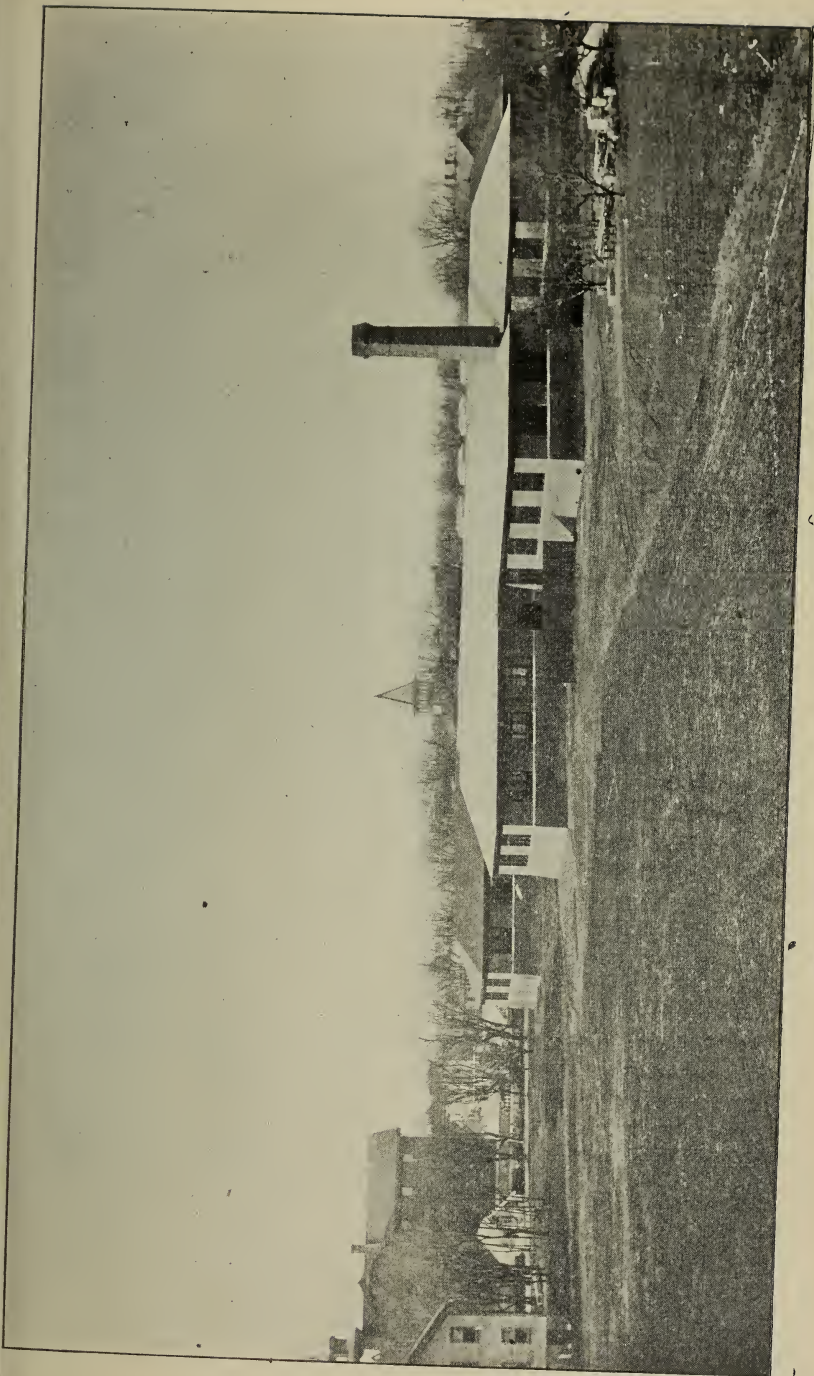
*Left before close of term.

Selden, Junius B	Clay Bank, Va.
Snelson, Charles A	Savannah, Ga.
Stiles, Howard	Savannah, Ga.
Taylor, Zachary P	Wilmington, N. C.
Thomas, James H	Portsmouth, Va.
Tucker, Samuel T	Blackstone, Va.

JUNIOR CLASS.

Archer, Eva	Berkley, Va.
Baines, Lula L	Churchland, Va.
Banks, Maude	Hampton, Va.
Bright, Mary E	Gloucester, Va.
Broady, Mary A	Abingdon, Va.
Brothers, Emma A	Bowers Hill, Va.
Brown Emma B	Danville, Va.
Burford, Frances A	Lynchburg, Va.
Carney, Blanche M	Hodges Ferry, Va.
*Collins, Nellie E	Norfolk, Va.
Cooper, Callie	Richmond, Va.
Gavin, Addie	Gilmerton, Va.
Goodman, Martha A	Bowers Hill, Va.
Hemmings, Percy J. L.	Hawk, Va.
Hilton, Evelyn G	Earlton, Md.
Hobday, Lucy A	Achilles, Va.
Hoffman, Catherine E	Lexington, Va.
Howard, Rosa V	Charlottesville, Va.
Jackson, Pearl L	Newport News, Va.
*Jackson, Christie B	Lynchburg, Va.
Johnson, Isabella D	Savannah, Ga.
Jones, Bessie E	Phoebus, Va.
Kennedy, Sadie M	Hampton, Va.
Norvell, Antoinette	Clifford, Va.
Nottingham, Mary E	Cheapside, Va.
Paige, Bertie	Hampton, Va.
Perry, Loretta L	Goldsboro, N. C.
Pollard, Rosa Z	Bowles Wharf, Va.
Purviance, Carrie S	Baltimore, Md.
Scott, Nannie G	Lynchburg, Va.
Sheppard, Luverdie	Portsmouth, Va.

* Left before close of term,



ARMSTRONG AND SLATER MEMORIAL TRADE SCHOOL.

Smith, Caddie L	Almagro, Va.
Stewart, Emma M	Philadelphia, Penn.
Stewart, Gertrude, M. D.	Charlottesville, Va.
Thomas, Ann E.	Archilles, Va.
Thompson, Margaret A.	Baltimore, Md.
Tynes, Eva M.	Norfolk, Va.
Walden, Mattie D	Winton, N. C.
Ware, Minnie B.	Richmond, Va.
Watkins, Mary L.	Danville, Va.
White, Rachel A. J.	Portsmouth, Va.
Wilder, Blanche O	Washington D. C.
Wilkerson, Charlotte A.	Lynchburg, Va.
Wilson, Essie L.	Norfolk, Va.
Allen, Charles.	Richmond, Va.
Barnette, Theodore	Lynchburg, Va.
Bassett, Caesar	Hampton, Va.
Bigger, Lee A.	Norfolk, Va.
Blount, George W.	Henderson, N. C.
Branbill, George A.	New York, N. Y.
Branford, Hugh L.	Springfield, Tenn.
Brown, George W. W.	Richmond, Va.
Burrell, Wm. S.	Lawyer's Road, Va.
Cannady, Archer F.	Roanoke, Va.
Carter, Chas. S.	Grahamsville, S. C.
Carter, Lucius.	Milledgeville, Ga.
Chavious, Alonzo	Hillsboro, N. C.
*Christian, Wm. T.	Winston, N. C.
Clark, James N.	Petersburg, Va.
Cobbs, Robert H.	Lynchburg, Va.
Coles, Robert A.	Charlottesville, Va.
Cooke, George W.	Zanoni, Va.
Corbin, Henry	Washington, D. C.
*Coston, James H. L.	Savannah, Ga.
Cralle, Joseph F.	McFarland's P. O., Va.
Cralle, Richard A.	McFarland's P. O., Va.
Davis, Frank	Durham, N. C.
*Denson, Samuel H.	Pocahontas, Va.
Dudley, Frank.	Norfolk, Va.
Duncan, Charles H.	Greenville, Ala.

* Left before close of term.

Edwards, Chas. J.....	Lune, Ala.
Ellis, Frank A.....	James River, P. O., Va.
Epps, Thos. E	Huntersville, Va.
Evans, John Scott.....	Ware Neck, Va.
Farmer, Wm. B.....	Clay's Mill, Va.
Freeman, Rufus	Alderson, W. Va.
Gant, James B.....	Washington, D. C.
Garner, Harvey R.....	Montclair, N. J.
Goode, Giles G.....	Boonesborough, Va.
Harris, Robert W	Manchester, Va.
Harrison, Chas	Letohatchie, Ala.
*Harvey, Abram. C	Portsmouth, Va.
*Henderson, Louis R	Hampton, Va.
Higgins, Chas. H.....	Danville, Ky.
Higgins, Geo. M.....	Danville, Ky.
Hill, Willis M	Norfolk, Va.
*Hinson, Harry G.....	Wilmington, Del.
Holland, Wm. W.	Suffolk, Va.
Hooker, Joseph J	Hampton, Va.
Hendson, Carl. P	Chicago, Ill.
Jackson, John H.....	Lynchburg, Va.
Johnson, Henry H.....	Woodstown, N. J.
Jones, James R.....	Savannah, Ga.
Jones, James W	Ware Neck, Va.
Joyce, Chas. H.....	Washington, D. C.
Juhans, Geo. L	Burnswick, Ga.
Lone, Wolf Wm.....	Anadarka, Ind. Ter.
Lucas, Jonah J	Springvale, Va.
Marshall, Ernest.....	Baltimore, Md.
*Martin, Fred. P.....	Asheville, N. C.
Martin, Wm. H.....	Lynchburg, Va.
Mason, James	Durham, N. C.
*Merriman, Geo. T.....	Henderson, N. C.
Miller, Wm. S	Portsmouth, Va.
Miller, W. H	Danville, Va.
Moody, Walter E	Meriden, Conn.
Morton Harry J	Langley P. O., Va.
Oliver, Wm. R.....	Danville, Va.
Onque, LeGrande M	Jetersville, Va.
Pinkett, Wm. Ward.....	Baltimore, Md.

* Left before close of term.

Pinn, Samuel H	Eagle Rock, Va.
Pitchford, Algje C	Jetersville, Va.
Privott, Woodard	Berkley, Va.
Reid, Demus	Phœbus, Va.
Richardson, John H	Savannah, Ga.
Riddick, Jeremiah	Portsmouth, Va.
Robinson, Wm. H	Burwellsville, Va.
Robinson, Cornelias F	Langley, P. O., Va.
Roy, Robert	Richmond, Va.
Sadgwar, Daniel A	Washington, D. C.
Savage, Joseph R	Machpongo, Va.
Scott, Oliver G. H	Morrisville, Penn.
Smith, Rutherford, B. H	Cheyney Shops, Pa.
Smith, Chas. E	North P. O., Va.
Spence, James H	Norfolk, Va.
Tate, Ezekiel, G	Savannah, Ga.
Taylor, Robert T	Quaker Springs, N. Y.
Taylor, Harry T	Key West, Fla.
Thornton, John H	Washington, D. C.
*Thornton, Henry M	Atlanta, Ga.
Ware, James	Seneca, S. C.
Washington, Windom C	Roanes P. O., Va.
Webster, Isaac N	Oneida, Wis.
Wells, Ernest F	Richmond, Va.
West, Frank L	Macon, Ga.
White, Wm. Thos	Hobbsville, N. C.
*White, Theodore A	Portsmouth, Va.
Wilkins, Nicholas E	Smoky Ordinary, Va.
Wilkins, Henry	Calhoun, Ala.
Wilson, Fred C	Deep Creek, Va.
Wright, Robert C	Beaufort, S. C.
Wynn, Richelien L	Wellville, Va.
Young, Eugene E	Palmer Springs, Va.

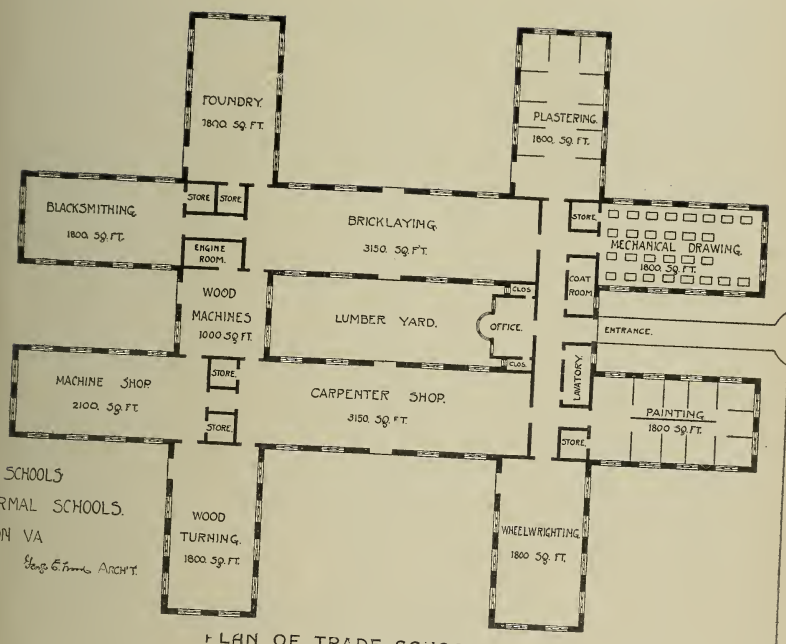
PREPARATORY CLASSES.

*Barker, Ada	Mill Brook, N. C.
Brown, Hattie	Norfolk, Va.
Fane, Lilian T	Porthmouth, Va.
*Gayle, Harriet E	Roanes, Va.

* Left before close of term.

TRADE SCHOOLS
NORMAL SCHOOLS.
AMPTON VA

George C. Fennell ARCHT.



PLAN OF TRADE SCHOOL.

Gregory, Nannie Ware Neck, Va.
 Height, Mary A. Knoll's P. O., Va.
 Holland, Mary S. Danville, Va.
 Ramey, Violet E Danville, Va.
 *Smith, Marie Washington, D. C.
 Turner, Elizabeth Raleigh, N. C.

Anderson, Eddie Brunswick, Ga.
 Boling, William Brooklyn, N. Y.
 Beloate, Jessie W Onley, Va.
 *Coleman, John D Orange, N. J.
 Conley, Shelby H. Mount Egan, Ky.
 Evans, Ferdinand D. Ware Neck, Va.
 Evans, Enoch H. Ware Neck, Va.
 Grant, Walton Occuppacio, Va.
 *Grant, Stewart H Charlottesville, Va.
 Harris, Edgar Ivy Depot, Va.
 Harris, Micajah Ivy Depot, Va.
 Hobday, Robert T. Archilles, Va.
 Hughes, Henry G. North, P. O., Va.
 Jackson, Robert E. Cleaveland Park, D. C.
 Lee, Lewis Eastham, Va.
 Meeks, Alonzo Owenton, Ky.
 *Saunders, James T. Seldon, P. O., Va.
 Wesser, John P. Newport News, Va.
 Wright, Andrew C. Bastrop, Texas.

TRADE SCHOOL.

MIDDLE CLASS.

Brown, Henry E. Brooklyn, N. Y.
 Howard, Wm. B. Dogue P. O., Va.
 *Humbles, William Lynchburg, Va.
 Menkel, Alex. H. Gaboon, West Africa.
 Miller, Hezekiah Wilmington, N. C.
 Pegram, Peter Stony Creek, Va.
 Wormley, Leonard B. Washington, D. C.

* Left before close of term.

JUNIOR CLASS.

Butler, James R.....	Bridgeport, Conn.
Chandler, Sandy L	Clay's Mill, Va.
Collins, George S	Norfolk, Va.
Cornelius, Jesse H.....	Green Bay, Wis.
Couch, John J.....	Chaise City, Va.
*Dorsey, Eugene P	Washington, D. C.
*Edwards, James W.	Savannah, Ga.
Frazier, Frederick.....	Bridges, Va.
Gaines, Marshall D.....	Orange, Va.
Hamilton, Robert R.....	So. Boston, Va.
Jackson, Henry	Florence, Ga.
Jackson, B. F. W.....	Candem, S. C.
Johnson, Thos. Sidney....	King Willinm C. H., Va.
Johnson, Frank H.....	Phœbus, Va.
Jones, Chas. Edgar	Washington, D. C.
Jones, Oscar R.....	Ridge Church, Va.
King, Frederick J.....	Archilles, Va.
Martin, Joseph D	Judas, Va.
McLaurin, Chas. F.....	Richmond, Va.
McQuay, E. A.....	Still Pond, Md.
Morson, Richard	Clarksville, Va.
Parker, Moses G	King George C. H., Va.
*Pettiford, Henry S	Lagos, West Coast, Africa.
Powless, Purcell.....	Oneida, Wis.
*Pride, Oscar H	Lynchburg, Va.
Robinson, Jas. S. A.....	Huntersville, Va.
Saunders. John E.....	Seldon P. O., Va.
Saunders, James E.....	Henderson, N. C.
Smith, Thomas H	Washington, D. C.
*Smith, Matthew James....	Richmond, Va.
Smith, Daniel C.....	Williamsburg, Va.
Stuard, Albert D.....	Altoona, Penn.
Terry, David H	Danville, Va.
Thoroughgood, Wm. P. ...	Norfolk, Va.
Truehart, David S.....	Afton, Va.
Webster, Wm. Alonzo	Philadelphia, Penn.
*West, Harrie M	Charlottesville, Va.
Whiting, Chas. H	Zanoni, Va.
Williams, Patrick J	Greenwood, S. C.
Wright, Albert T.....	Bastrop, Texas.

* Left before close of term.

AGRICULTURE.

Hill, Jesse.....	Akron, N. Y.
*Johnson, Fred. E.....	Forest City, So. Dak.
Powell, Clarence A.....	Tuskegee, Ala.
Rhetta, Boyd.....	Calhoun, Ala.
Wiley, Geo. W.....	Calhoun, Ala.

INDIAN STUDENTS.

NORMAL CLASS.

Name.	Tribe.	Agency.
Conger, Lucy.....	Sioux.....	Yankton, S. D.
DeCora, Julia	Winnebago.....	Winnebago, Neb.
George, Lucinda	Onondaga	Onondaga Castle, N. Y.

SENIOR CLASS.

Name.	Tribe.	Agency.
George, Helen	Seneca.....	Cattaraugus, N. Y.
Quinney, Louise ..	Stockbridge	Green Bay, Wis.
Splitlog, Inez.....	Seneca....	Quapaw, I. T.
Ankle, Matthew.....	Sioux.....	Standing Rock, N. D.
Bishop, Lucius.....	Seneca.....	Cattaraugus, N. Y.
George, Samuel	Seneca.....	Cattaraugus, N. Y.
Smith, Eugene	Oneida	Green Bay, Wis.
Walker, John.....	Navajo	Ft. Defiance, Ariz.

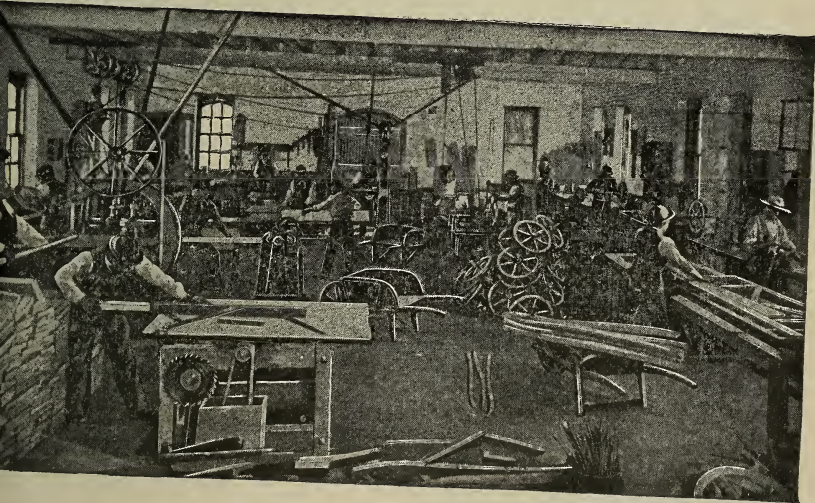
MIDDLE CLASS.

Name.	Tribe.	Agency.
Carlow, Lizzie.....	Sioux	Pine Ridge, S. D.
Cornelius, Elizabeth	Oneida	Green Bay, Wis.
Peters, Nellie	Stockbridge.....	Green Bay, Wis.
Swayney, Arizona ...	Cherokee	Cherokee, N. C.
Whitecrow, Clara ..	Seneca.....	Quapaw, I. T.
Elm, Andrew.....	Oneida	Green Bay, Wis.
Fielder, Henry.....	Sioux	Cheyenne River, S. D.
Kennedy, Francis	Seneca....	Cattaraugus, N. Y.
Lee, Alonzo	Cherokee.....	Cherokee, N. C.
Rouillard, Alex..	Sioux.....	Santee, Neb.

* Left before close of term.



IN THE CLASS ROOM.



MAKING WHEELBARROWS.

JUNIOR CLASS.

Name.	Tribe.	Agency.
Baird, Phoebe	Oneida	Green Bay, Wis.
Cornelius, Cornelia	Oneida	Green Bay, Wis.
Cornelius, Jerusha	Oneida	Green Bay, Wis.
Fischback, Abbie.	Stockbridge	Green Bay, Wis.
Ground, Lily	Seneca	Tonawanda, N. Y.
Hill, Eliza	Oneida	Green Bay, Wis.
Hill, Martha	Oneida	Green Bay, Wis.
Lee, Julia	Cherokee	Cherokee, N. C.
Metoxen, Lottie	Stockbridge	Green Bay, Wis.
Miller, Ida	Stockbridge	Green Bay, Wis.
Miller, Rosa	Stockbridge	Green Bay, Wis.
Peters, Bessie	Stockbridge	Green Bay, Wis.
Powless, Cora	Oneida	Green Bay, Wis.
Quinney, Adele	Stockbridge	Green Bay, Wis.
Seneca, Elnora	Seneca	Cattaraugus, N. Y.
Skenandore, Marian	Oneida	Green Bay, Wis.
Thomas, Mary Ann	Oneida	Green Bay, Wis.
Waterman, Jessie	Onondaga	Onondaga Castle, N. Y.
Bailey, Lyman	Seneca	Cattaraugus, N. Y.
Baird, Chauncey	Oneida	Green Bay, Wis.
Brown, Clay J	Wichita	Wichita, Okla.
Conger, Henry	Sioux	Santee, Neb.
Firecloud, James	Sioux	Crow Creek, S. D.
Frost, Charles A	Omaha	Omaha, Neb.
George, Wallace	Seneca	Cattaraugus, N. Y.
Howe, Guy	Stockbridge	Green Bay, Wis.
Jones, Adolphus	Tuscarora	Tuscarora, N. Y.
Jones, Mason	Arickaree	Ft. Berthold, N. D.
McIntosh, Emery	Sioux	Granite Falls, Minn.
Miller, Carl	Stockbridge	Green Bay, Wis.
Miller, Fred	Stockbridge	Green Bay, Wis.
Patterson, Asa	Tuscarora	Tuscarora, N. Y.
Payer, Alex	Winnebago	Winnebago, Neb.
Parker, Asher W.	Seneca	Cornplanter, Pa.
Printup, Horatio	Seneca	Tonawanda, N. Y.
Rouillard, Jesse	Sioux	Santee, Neb.
Sawyer, Allan	Cherokee	Cherokee, N. C.
Sickles, Samuel	Oneida	Green Bay, Wis.
Skenandore, Anderson	Oneida	Green Bay, Wis.

Name.	Tribe.	Agency.
Sneed, Pieco.	Cherokee.....	Cherokee, N. C.
Snyder, Jeremiah.....	Seneca.....	Tonawanda, N. Y.
Tatiyopa, Henry.....	Sioux	Crow Creek, S. D.
Ukipata, Edward ...	Ponca	Ponca, Neb.
Webster, Isaiah.....	Oneida.....	Green Bay, Wis.
Williams, James P.	Ponca.....	Ponca, Okla.
Wizi, John	Sioux.....	Crow Creek, S. D.
Wolfe, Abel.....	Cherokee.....	Cherokee, N. C.

A PREPARATORY CLASS.

Name.	Tribe.	Agency.
Hill, Lucinda	Oneida.....	Green Bay, Wis.
Howard, Anna	Sioux.....	Crow Creek, S. D.
Lodge, Josephine	Sioux	Crow Creek, S. D.
Poodry, Fannie.....	Seneca	Tonawanda, N. Y.
Webster, Rosa	Oneida.....	Green Bay, Wis.
Archiquette, Robert....	Oneida.....	Green Bay, Wis.
Archiquette, Solomon...	Oneida.....	Green Bay, Wis.
Barry, John.....	Sioux.....	Crow Creek, S. D.
Bateman, Guy	Arickaree....	Ft. Berthold, N. D.
Blythe, Arch....	Cherokee.....	Cherokee, N. C.
Cornelius, Sampson ...	Oneida	Green Bay, Wis.
DeMar, Edward	Chippewa.....	Court d' Oreilles, Wis.
Elm, Edward.....	Oneida	Green Bay, Wis.
Hill, John C....	Oneida	Green Bay, Wis.
Hill, Wilson	Oneida	Green Bay, Wis.
Isham, Charles B....	Chippewa....	Court d' Oreilles, Wis.
La Rock, Alex	Chippewa	Court d' Oreilles, Wis.
Long, William W....	Cherokee	Cherokee, N. C.
Medicine Crow, Fred....	Sioux.....	Crow Creek, S. D.
*Naiche, Paul....	Apache	Ft. Sill, Okla.
Pierce, Smith	Onondago.....	Cornplanter, Pa.
Skenandore, Eli.....	Oneida....	Green Bay, Wis.
Welch, Mark....	Cherokee.....	Cherokee, N. C.
Younce, Seymour....	Cherokee.....	Cherokee, N. C.

B PREPARATORY CLASS.

Name.	Tribe.	Agency.
Bear, Stella	Arickaree.....	Ft. Berthold, N. D.
Doxtator, Eva	Oneida.....	Green Bay, Wis.
Doxtator, Libbie....	Oneida.....	Green Bay, Wis.

Name.	Tribe.	Agency.
Lee, Nora	Cherokee	Cherokee, N. C.
Keith, Winona	Sioux	Pine Ridge, S. D.
Skenandoah, Lilian	Oneida	Green Bay, Wis.
Skenandore, Lena	Oneida	Green Bay, Wis.
Stiles, Lottie	Arickaree	Ft. Berthold, N. D.
Taylor, Lizzie	Cherokee	Cherokee, N. C.
Badger, Fred	Sioux	Crow Creek, S. D.
Blackdeer, Bruce	Winnebago	Winnebago, Neb.
Danforth Thomas	Oneida	Green Bay, Wis.
Doxtator, Edward	Oneida	Green Bay, Wis.
Firetail, Louis	Sioux	Crow Creek, S. D.
Frazier, Alfred	Sioux	Santee, Neb.
Lambert, Hugh N	Cherokee	Cherokee, N. C.
Metoxen, Redman	Oneida	Green Bay, Wis.
Owl, Jonah	Cherokee	Cherokee, N. C.
Pelkey, Albert	Winnebago	Winnebago, Neb.
Plummer, Clarence	Seneca	Alleghany, N. Y.
Skenandoah, Shepard	Oneida	Green Bay, Wis.
Stabler, Simeon	Omaha	Omaha, Neb.
Stevens, Mitchell	Oneida	Green Bay, Wis.
Younce, George	Cherokee	Cherokee, Wis.

NIGHT SCHOOL.

Name.	Tribe.	Agency.
Webster, Isaac	Oneida	Green Bay, Wis.

TRADE SCHOOL.

Cornelius, Jesse	Oneida	Green Bay, Wis.
Powless, Pursell	Oneida	Green Bay, Wis.

PREPARATORY TRADE SCHOOL COURSE.

King, Fred	Oneida	Green Bay, Wis.
Metoxen, Joshua	Oneida	Green Bay, Wis.
Skenandore, Anderson	Oneida	Green Bay, Wis.

AGRICULTURAL COURSE

Hill, Jesse	Seneca	Tonawanda, N. Y.
Johnson, Fred	Sioux	Cheyenne River, S. D.

TRAINING SCHOOL.

Sitting Bear, Hilda	Arickaree	Ft. Berthold, N. D.
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AT THE NORTH.

Brooks, Emily	Seneca	Cattaraugus, N. Y.
Crowe, Sally	Cherokee	Cherokee, N. C.
Kariho, Naomi	Seneca	Quapaw, I. T.
Patterson, Kate	Tuscarora	Tuscarora, N. Y.
Saunooke, Nancy	Cherokee	Cherokee, N. C.
Van Wert, Martha	Chippewa	White Earth, Minn.
John, Joshua	Oneida	Green Bay, Wis.
Lambert, Jesse	Cherokee	Cherokee, N. C.
Parker, Andrew	Oneida	Green Bay, Wis.
Pilcher, H William	Omaha	Omaha, Neb.

SUMMARY OF INDIAN STUDENTS.

<i>Class.</i>	<i>Girls.</i>	<i>Boys.</i>
Normal Class	3	0
Senior Class	3	5
Middle Class	5	5
Junior Class	15	19
Junior Preparatory	17	44
Night School	0	1
Trade School	0	2
Preparatory Trade School	0	3
Agricultural	0	2
Training	1	0
At the North	6	4
	<hr/> 50	<hr/> 85

INDUSTRIAL DEPARTMENTS.—INDIAN.

Young Women.

Housework and Industrial Room	44
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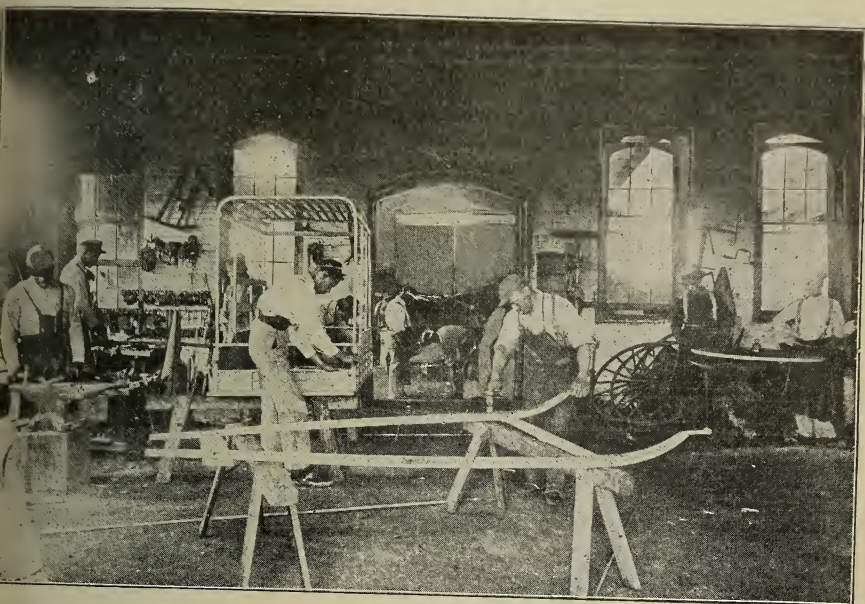
Young Men.

Carpenters	25	Farmers and gardeners	7
Blacksmiths	15	Machinists	5
Upholsterer	1	Bricklayers	5
Harnessmaker	1	Painters	12
Shoemakers	5	Tailors	3
Turner	1	Wheelwrights	3

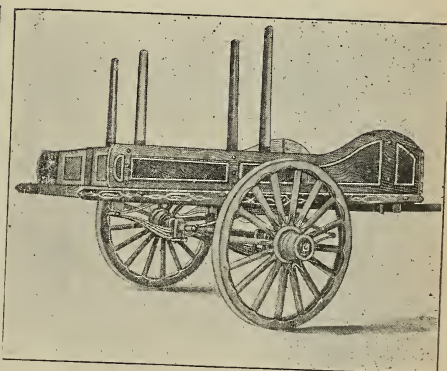
During the summer 54 boys have practical training in agriculture in northern homes.

SUMMARY OF STUDENTS ENROLLED.

<i>Class</i>	<i>Colored</i>		<i>Indian</i>		<i>Colored</i>		<i>Indian</i>		<i>Total</i>
		<i>Girls</i>		<i>Girls</i>		<i>Boys</i>		<i>Boys</i>	
Normal Course	-	5		3		1		0	9
Academic Dep't.									
Senior	-	15		3		25		5	48
Middle	-	43		5		48		5	101
Junior	-	44		15		33		19	111
Junior Prep.	-	37		17		5		44	103
At the North	-	0		6		0		4	10
Night School									
Senior	-	0		0		8		0	8
Middle	-	2		0		27		0	29
Junior	-	44		0		98		1	143
Grade		10		0		19		0	28
Trade School	-	0		0		43		5	48
Special Agricultural	-	0		0		3		2	5
Totals	-	200		49		310		85	644
Whittier Training School		194		1		167			362
Grand total						-		-	1006



IN THE BLACKSMITH SHOP.



Products of the Wheelwright and Blacksmith Shops

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CATALOGUE

OF THE

HAMPTON NORMAL AND AGRICULTURAL

INSTITUTE,

HAMPTON, VIRGINIA,

FOR THE ACADEMIC YEAR.

1898-99.

Hampton, Va.,
Printed on the Institute Press,
1899.

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-

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Appointed by the Governor, for the Hampton Institute, for the term of four years Jan. 1, 1897.

- JUDGE ISAAC H. CHRISTIAN, Charles City, Va.
MR. THOMAS M. SCOTT, Onancock, Va.
HON. BAKER P. LEE, Hampton, Va.
HON. SAMUEL BOLLING, Farmville, Va.
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WILLIAM M. REID, Esq., Portsmouth, Va.

* Deceased.

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ROBERT R. MOTON, COMMANDANT OF CADETS.

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JOHN HENRY JINKS.....	Manual Training.
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JANE LANGLEY.....	Methods.

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EMMA F. SMALL.....	Sloyd.
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E. H. SPENNIE	Wood Turning.
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MARGARET W. TWITCHELL.....	Geography, Arithmetic, English.
FRED. D. WHEELOCK...	Bible.
JESSIE A. WIER.....	Sewing, Dressmaking.
JULIA F. WINTER.....	Bible, History, English.
JANE S. WORCESTER	History, Geography.

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JOSEPHINE E. RICHARDS.....	In charge of Indian Department.

Sewing and Dressmaking.

C. E. BRAINERD, In charge.

MRS LUCY A. SEVMOUR.....Teacher for Indian Girls.

Abby May Home.

MARY T. GALPIN, In charge.

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SARAH H. HOWLAND.....	In charge.
CLARA WOODWARD.....	Assistant.
VINCENTINE T. BOOTH.....	In charge of Indian Girls' Laundry.

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ALBERT HOWE, Superintendent.

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J. E. SMITH.....	Shoe Shop.
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C. W. BETTS.....	Printing Office.
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W. H. SCOVILLE.....	Business Manager.

Agriculture.

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G. J. DAVIS.....	Assistant, Home Farm.
HENRY B. JORDAN.....	Hemenway Farm.

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S. J. SCOTT.....	" " Wheelwrighting.
W. A. WEBSTER.....	" " Bricklaying & Plastering.
C. DUNCAN.....	" " Blacksmithing.
J. W. WILLIAMS.....	" " Tailoring.
W. H. PARKER.....	" " Machinist Work.

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CLARA BLAKESLEE ..	Nurse.
MYRA SHOWERS.....	Nurse.
ELLA THOMAS.....	Nurse.

MILITARY.

ROBERT R. MOTON ... Commandant of Cadets.
ALLAN WASHINGTON.....Assistant.

LIBRARY.

LEONORA E. HERRON.....Librarian.

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FRED. M. FITCH.....Field Missionary.
THOS. C. WALKER.....Field Missionary.

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CORA M. FOLSOM.....Indian Correspondent.

SOUTHERN WORKMAN.

H. B. FRISSELL.....	} Editors.
HELEN W. LUDLOW.....	
ALICE M. BACON.....	
CORA M. FOLSOM.....	



HAMPTON ROADS FROM THE SCHOOL GROUNDS



MEMORIAL CHURCH AND ACADEMIC HALL.



MEMORIAL CHURCH AND LIBRARY.



INTERIOR OF MEMORIAL CHURCH.

IN GENERAL.

TERMS OF ADMISSION.

Requirements. Candidates for Admission to the day and trade schools must be at least sixteen years of age; to the night school, seventeen years.

All applicants for admission to any of these schools must be able to read well in the Third Reader, to write in a fair hand a correct paragraph or letter in simple English, properly capitalized, punctuated, and spelled; to make good figures; and to pass a satisfactory examination, both in mental and written work, in the first four rules of arithmetic, in United States money, liquid, dry and long measure, avoirdupois weight, and common and decimal fractions.

Examinations Examinations for 1899, will take place September 28th and 29th. Students must report promptly for these examinations. Admission at any time other than the beginning of the term is allowed only in special cases.

Requirements for Advanced Courses Applicants for admission to Normal, Special Agriculture, or Business Course, will, if graduates of Hampton Institute, be admitted on their Academic diplomas. Other applicants must pass a satisfactory examination on the subjects included in Hampton's Academic Course, (see page 15)

Expenses All students on entering are required to deposit \$10.00. The expense of books for each school year is estimated as follows:

Junior	.	.	.	.	\$4.00
Middle	.	.	.	.	6.00
Senior	.	.	.	.	7.00

BOARD, including washing, fuel, lights, and medical attendance, (not including dentistry,) and a limited amount of drugs, \$10.00 per month.

Accounts Accounts are made out and handed to the students about the fifteenth of every month. Parents should require their children to send them these accounts and should see that what may be owing the School is paid promptly.

No student who has left the School for any cause can re-enter until all back bills are paid.

Work Students Applications for admission who are without means to pay the \$10.00 a month in cash may be admitted to the night school as work students. Able-bodied young men and women, if good workers, may in this way, by working all day and attending evening classes for a year or more, earn not only their board but a balance in the school treasury with which to pay a part of their expenses in the day school or trade school. Students desiring to enter in this way are asked to read carefully the following:

Work is not given with the object of enabling students to make money, but to help them to lay up the means for the day courses.

The earnings of students are held as a bond for the fulfilment of their purpose of getting an education at the School, and if they be sent away or leave without permission, these earnings may be used for the benefit of needy students, at the discretion of the Faculty.

Wages will be allowed according to the ability of the student and the kind of work done.

The first three months are probationary. If finally accepted, students receive such wages from the first as agreed upon.

Work students are expected to deposit \$10.00 as entrance fee with the School Treasurer, and to bring sufficient clothing and shoes to last three months. No supplies will

be issued during that time. Young men will be required to procure the School uniform as soon as their earnings will warrant it.

The utmost economy is expected from the students, in order that they may accumulate money for their expenses in the Day School.

Payments of Students. The attention of applicants for all other courses is called to the following :—

All students before entering must make a deposit of \$10.00 in cash. Five dollars are required on the board bills by the tenth of each month, together with any balance due the school from the previous month.

Those who fail to pay are liable to suspension from recitations till payment is made, but will be required to attend all other exercises, including religious services, study hours, and drill.

The School endeavors to give each pupil a certain amount of work monthly toward the payment of his expenses. But while in most cases able-bodied, good workers, especially mechanics, in the day schools, can earn as much as \$5 a month, the School *does not guarantee* that each student shall earn a fixed sum regardless of the value of his or her labor. The rate of wages varies according to the real value of the work done.

Students' labor is accepted as pay only when it is satisfactory. When not satisfactory, the student cannot continue in the School, although his standing in other respects may be good. A proper spirit of earnestness and attention to duty is required of students in their work.

Scholarships Owing to the inability of most students to pay for the instruction received, tuition is free, and friends of the school are solicited to provide academic scholarships of seventy dollars and industrial scholarships of thirty dollars for each pupil. Any student may be dropped from the school who shall be considered unworthy of this scholarship aid. Students are expected to write letters of thanks to

their benefactors. The tuition or scholarship donation is for the salaries of teachers; it has nothing to do with board bills.

Boys' Clothing The School Uniform consists of a plain sack coat, pantaloons of blue cloth, and a military cap. Every young man is required to provide himself with a school cap immediately upon his arrival, and is not expected to leave the grounds without it during his connection with the School. He is required also to purchase the School uniform as soon as possible after his arrival. This uniform is to be worn at drills and inspections, on all public occasions, and always when off the School grounds.

Parents are requested *not* to provide new suits for their sons before sending them to the School, but to invest the money in a uniform to be purchased at the Institute. The uniform suits are made in the Tailoring Department of the Institute, and are furnished at reasonable prices. Young men can also procure under-clothing from the Sewing Department. Cost of uniform:

Coat.....	\$6.25
Pantaloons.....	4.25
Vest.....	2.00
Cap.....	1.00

Girls' Clothing Every girl must bring a gossamer and rubbers, or money to purchase them. Those entering the Work Department will be expected to provide themselves with plain, easy-fitting wash dresses and aprons, and will be expected to wear Warner waists. All the girls in the Day School take gymnastics, unless excused by the resident physician, and must provide themselves with gymnastic suits and wear Warner waists.

Discipline Every student who enters the School agrees to submit to its discipline. The first year is especially probationary. Students may be sent home at any time for inability to keep up with their classes, for unsatisfactory conduct, or for bad influence over others. Courtesy and mutual forbearance are expected of all.

Labor *Labor is required of all*, for the sake of discipline and instruction. Students in the Academic course usually work one school day each week, and the whole or half of Monday, thus securing four days for study weekly, and from one and a half to two days of work.

Suspension Students are subject to prompt suspension or discharge for an unsatisfactory record in regard to study, conduct, or labor. Five zero marks in conduct amount to one warning. Students receiving three warnings or fifteen zero marks, will be liable to suspension. Those who are thus suspended will not be permitted to remain at the Institute while waiting for funds to take them home.

Special Regulations Low or profane language will subject a student to severe discipline. Students are liable to fine, reprimand, confinement or other necessary punishment. Card-playing and the use of ardent spirits and tobacco either on or off the grounds, are prohibited to students while connected with the School. Students are not allowed to retain firearms in their possession. The Commandant of Cadets will retain and give receipt for any brought. Letter writing is subject to regulation. Wardrobes and rooms of students are subject to inspection and regulation by the proper officers at all times.

Students are not expected to leave the School grounds without permission.

Military Drill All young men are members of the School battalion and are required to drill without arms and to perform police and guard duty.

Public Worship There are devotional exercises daily at which students are required to be present.

They are also required to attend Sabbath School and church services on Sunday.

Vacation and Holidays The term begins the first week in October and continues until the middle of June. Legal and special holidays are observed.

Day Students, as a rule, are not expected to spend their vacation at the Institute, but, in order to get money to pay

their school bills, are advised to procure work elsewhere during that time. *Work Students* remain on the place throughout the entire year, with a vacation from class-room work during the month of September.

For further information address,

H. B. FRISSELL, *Principal,*
Hampton, Va.

ACADEMIC COURSE.

THREE YEARS.

For Day and Evening Classes.

For requirements for admission, see p. 9.

JUNIOR YEAR.

Mathematics Circular measure as needed in Geography, measure of time, square measure, measurements for carpeting and wall papering, and cubic measure. Review of halves, thirds, fourths, fifths, eighths, tenths, and their equivalent decimal forms. A study of principles of percentage based upon these fractions. Simple and practical problems based upon the above principles. Constant and systematic drill in mental arithmetic. Special study of problems as suggested by work in different shops and industries. Keeping simple cash accounts.

Natural Science *Zoology.* Two months in the fall and two in the spring are given up to observation lessons on such animals as are abundant in the neighborhood, or such as, though not abundant, may be brought in by the students. The object of this work is to create an interest in animal life and to train the students' powers of observation. To this end frequent field trips are made, and by the use of breeding cages the life history of many animals is studied. Beside the observation work, drawings and compositions are required. Among the animals considered may be mentioned moths, butterflies, crickets, grasshoppers, locusts, cicadas, beetles, oysters, clams, crabs, jelly-fish, sea-anemones, bees, ants, wasps, and birds. Instead of a text book in Zoology, constant use of various reference books is required.

Physiology This subject is taken up during the remaining four months of the year, special attention being given to hygiene and emergencies. Laboratory work is done in emergencies, students being required to apply bandages and tourniquets, adjust splints, and perform artificial respiration. Such experiments in physics and chemistry are given as are necessary to an understanding of the principles underlying the subject, which is also fully illustrated by charts and specimens from the markets.

Elementary *Elementary Chemistry, Elementary Physics.*
Agriculture *Plants:*—Their structure and composition, germination, growth.

The Soil:—Its origin, formation and composition, sand, clay, humus.

Plant Food in the Soil:—Nitrogen, phosphoric acid, potash.

Mechanical Condition of the Soil:—Water in the soil, drainage.

English Language and Grammar 1. Composition work based on subjects suggested by other studies. 2. Letter writing. 3. Dictation exercises. 4. Technical grammar begun. *a.* Kinds of sentences. *b.* Parts of speech. *c.* Complements. *d.* Analysis of the simple sentence.

Reading and Literature The study of the elementary sounds of the language, diacritical marks, phonetic spelling, vocal drill. Recitations of selections of poetry and prose. Rhetorical exercises.

Pilgrim's Progress, Evangeline, The Courtship of Miles Standish, Snow Bound, short poems by Longfellow and Whittier. A Civic Reader, Ten Boys on the Road from Long Ago to Now, First Lessons in American History.

Geography I. A brief view of the world as a whole, with the reading of maps and globes as a basis for the daily news, which is a part of the geography work in all classes.

II. Enough elementary science to enable pupils to understand the phenomena of climate, and the wearing down and building up of land, which subjects are studied in the early part of the course.

III. The distribution of animal and plant life, and the races of mankind on the globe.

IV. Local history and geography, followed by a study of the geography of Virginia,

V. Study of North America, with special reference to its physical features, resources, industrial and historical development.

VI. A careful study of the United States, with its resources, industrial sections, commerce and trade centers, literary and historical background.

VII. Comparative study of South America in its essential industrial, physical, commercial and historical features.

Bible Study Old Testament History from the Creation to the Israelitish Kingdom, including stories of the early races, lives of the Patriarchs, Exodus, the wandering in the wilderness, the conquest of Canaan, and the period of the Judges—Genesis to Ruth, inclusive.

Vocal Music Normal Music Course.—(Holt System.)
1. Tonic Drill. 2. The major scale in nine positions. 3. Writing scales. 4. Intervals. 5. Sight reading in parts. In this year the charts and readers of the Normal course are used.

Drawing Form study, outline drawing from vase and type forms, etc., simple plant forms in outline.

Penmanship Vertical writing taught. Letters classified, movement drill given, special attention paid to position of body, and hand practice on blackboard and with pen and paper.

Gymnastics The Swedish or Ling system is followed, and a large gymnasium in the Academic building has been fitted up with Swedish apparatus.

The gymnastic drill includes floor work, exercises on apparatus, and gymnastic games. The floor work embraces all the fundamental positions of the body, bending, twisting, jumping, running, marching, etc., special stress being laid upon breathing exercises, and the position of the chest.

The apparatus comprises stall bars and benches, straight and slanting ropes, double boom, jumping standards, and balance beams.

It is the purpose of the gymnastic games to train in swiftness and exactness both mind and body, and at the same time to afford a pleasant relaxation from the military discipline in the other part of the drill. The popular game of basket ball has been introduced, together with others no less interesting and beneficial.

Muscular development is not the aim of the gymnastics—we do not strive for athletes, but rather to train the muscular and nervous systems together, and to strengthen the heart and lungs, upon which the welfare of all other organs of the body depends.

It is very natural that the students should assume comfortable positions while studying or working, totally regardless of the effect such positions may have upon the body. The first object of gymnastics is to counteract the evils resulting from these habitually sustained, incorrect positions, to improve the general carriage, and to bring about healthy respiration, and tone up the whole body.

Anthropometric measurements are taken at the beginning and close of the term to find the improvement and express it in figures. The lung capacity is tested every month.

For Boys. Course in Bench Work requiring 200 hours. Exercises consist of the following ;— Measuring on a plane surface with rule and knife, squaring with try square, gauging with marking gauge, sawing to a line with rip, crosscut, and back saws, planing to true surface. Testing with steel square and by sighting, planing to size with sides square

and true, planing ends smooth and true with block plane, lining rough lumber with straight edge and pencil, also with chalk line, making the half joint or box halving, making the dado or cross groove, nailing butt joints, mortising and tenoning, boring, including draw-boring with pin making, making joints fastened with screws, glueing, making a smooth surface with plane, scraper and sand paper.

Grooved work, making miter joint, making irregular bevels, making dovetails and scarf joints, laying out and sawing curved work.

In connection with the above course in bench work each exercise is first worked in free hand or mechanical drawing from a model, the model is then set aside and a reproduction made from the drawing.

*For Girls. Course in Sloyd:—*The Junior

Manual Training girls complete the first year's course in sloyd, as arranged for grammar schools, devoting to the work from two to three hours per week. This includes the making of a working drawing from each model. The models are as follows, based on the following exercises:

Models: 1. Wedge. 2. Flower-Pin. 3. Flower-Stick. 4. Pen-holder. 5. Tool-rack. 6. Coat hanger. 7. Cutting-board. 8. Flower-pot stand. 9. Flower-pot stool. 10. Bench hook. 11. Hatchet-handle. 12 Corner bracket. 13. Hammer-handle.

Exercises: 1. Straight whittling. 2. Oblique whittling. 3. Cross whittling. 4. Point whittling. 5. Sand-papering (without block). 6. Rip-sawing. 7. Narrow surface planing. 8. Squaring. 9. Boring with drill-bit. 10. Fitting a peg. 11. Curve whittling. 12. Cross-cut saw. 13. Gauging. 14. End planing (in bench hook). 15. Boring with auger bit (vertical). 16. End sand-papering (with block). 17. Curve-sawing. 18. Smoothing with spoke shave. 19. Boring with brad-awl. 20. Broad surface planing. 21. Vertical chiseling. 22. Horizontal boring.

23. Filling. 24. End planing (without bench hook). 25. Nailing. 26. Sinking nails. 27. Making halved-together joints. 28. Counter-sinking. 29. Glueing. 30. Screwing. 31. Modeling with spokeshave. 32. Scraping. 33. Beveling with spokeshave. 34. Oblique planing.

Course in Sewing:—two periods a week to each class. The object of the work is to give each pupil a thorough knowledge of the stitches used in plain sewing, viz.—basting, running, overcasting, back-stitching, overhanding hemming, felling, blind-stitching, cross-stitching. Each student makes for herself a book containing samples of the different kinds of work, and keeps a note book in which she sets down the verbal instruction given.

MIDDLE YEAR.

Arithmetic Percentage, simple interest, commission, insurance, taxes, duties and customs, profit and loss, stocks.

Elementary Agriculture *Manure and Manuring:*—Farm Manures:— Barnyard manures, composts, green crop manures, commercial fertilizers:— Sources of nitrogen, sources of phosphoric acid, sources of potash, sources of lime.

Preparing the Soil for Crops:—Plows and plowing, harrows and harrowing, rollers and rolling.

Planting:—Seed planting, seed testing, transplanting.

The After Cultivation of Crops:—Tools and methods.

Soil Moisture:—Relation to plant growth, conservation.

Rotation of Crops:—Its desirability, benefits derived, systems for rotation.

Farm Buildings:—Barns and stables, silos, etc.

Technical Grammar:— 1. Analysis:— *a.* Simple sentences reviewed, *b.* Complex sentences, *c.* Compound sentences, *d.* Infinitives, *e.* Participles. 2. Special study of parts of speech. 3. Brief drill in parsing. Composition writing based on other lessons.

English

Vocal drill, Rhetorical exercises. Readings from English History. Irving's Sketch-Book.

Reading and Literature

United States History

America before its discovery by Columbus, the Norsemen, great explorers and discoverers and their work, claims and settlements of different nations in America, life in colonial times, the struggle for supremacy in America, the struggle for independence, the Constitution of the United States, the administration, financial questions, acquisition of territory, slavery in the United States, foreign relations, great inventors and inventions, great statesmen and their work, great authors, growth and progress of the United States in the nineteenth century.

Map drawing, essays, outline of English History, study of current events. The news of the day is brought in by students on four mornings of each week, and twenty minutes given to its discussion. Special attention is given to such items as bear on the principles or organization of government, and to such as illustrate the great economic laws.

Geography 1. A brief study of the essential features of mathematical and physical geography as follows:— *a.* Change of seasons. *b.*

Winds and rainfalls. *c.* Ocean currents and tides. *d.* Erosion, transportation and deposition.

II. Review of distribution of animal and plant life.

III. Man,—Races, progress, government, religion.

IV. Detailed study of Europe, including physical features, resources, industries, and a careful study of leading countries and cities, with their people, government, institutions, places of interest, and historical and literary background, so far as time and circumstances permit.

v. Brief comparative study of Asia and Africa.

Note.—Students are required to summarize their work frequently in the making of maps and charts, moulding in sand, writing topics, descriptions, and essays on special subjects; and they are referred constantly to pictures, books of travel, history, and government, as a stimulus to broader study.

Bible History of the Israelitish Kingdom, Captivity and Restoration, with some study of the Prophets and the poetical books in their historical connection,—Samuel to Malachi, inclusive.

Beside the course in Old Testament History, the Life of Christ and the Life of Paul are taught in Sunday School, so that students, when they graduate, have a tolerably thorough knowledge of the whole Bible.

Vocal Music 1. Review of Major scale. 2. Chromatic scale. 3. Extended sight reading.

Drawing Model drawing and still life in free hand perspective. Plant forms and flowers in light and shade. Clay modeling, brush work, sketching from nature, color and pencil designs.

Gymnastics :— Continued from Junior Year.

Manual Training *For Boys. Course in Wood-Turning requiring about 120 hours.* Turning between centers: centering, roughing with gouge, turning to size, testing with calipers, smoothing with skew chisel, measuring and cutting to length, turning straight tapers, outer curve, inner curve, combination of curves in making chisel handle, testing by the eye, cutting shoulders, cutting beads, cutting flutes, turning section on square piece, sand-papering, polishing with shellac.

Face Plate Work:— knob, corner block, match box, barrel, vase, and napkin ring.

In connection with the above exercises there are taught the following:—Reading drawings, lessons on materials used, care of lathes with names of parts.

Course in Tin-Smithing, requiring about 100 hours:—

Laying out and developing patterns for cylinders, cones, pyramids and other geometric forms. Cutting to straight and curved lines, joining edges by seaming, riveting and soldering. Making up useful articles, such as a tin cup, square pan or box, covered pail, dust-pan, etc., two and three piece elbows in stove pipe, making T joints, Y joints, sheet-iron dripping-pan and chimney top. Use of fluxes, on tin, galvanized iron, copper, lead and zinc. Use of all the common tinner's tools and machines.

*For Girls. Sewing;—*Continuation of the work of the Junior year. Each student cuts and makes for herself a

Manual Training

full set of underclothes.

Cooking, three and a half months, four hours a week. The aim of the course is to teach the principles underlying good cooking, and to give the simple, practical knowledge needed in the home life of the South.

The course of instruction includes making and care of fires, dish washing and care of kitchen, talks on fuels and foods. Baking apples, potatoes, etc., boiling vegetables and eggs, steaming. Lessons in buying meat. Cooking of meats, warmed-over dishes, soups, broiling and stewing. Simple and invalid cooking. Biscuits and cookies, bread, plain cake, plain pastry. Cooking of poultry, fish, and eggs. Tea, coffee, cocoa. Setting table.

These lessons are accompanied by instruction in the chemistry of cooking so far as it applied in the practical work.

SENIOR YEAR.

Review of arithmetic.

Mathematics

A simple, practical course in book-keeping. Elementary algebra.

Physics and Chemistry

The Senior Class use a laboratory manual of the elements of these subjects, adapted to their needs. Each student performs the experiments at his own desk in the laboratory and writes his observations and inferences. A recitation follows, and is supplemented by the reading of reference books.

The subjects treated in Chemistry are as follows:—The composition of air and water and the study of their constituent gases: chemical changes, combinations and decompositions, chemistry of combustion, elements, compounds, mixtures, study of the common elements.

In Physics the subjects are the following:—Atmospheric and liquid pressure, pumps, barometer, siphon, hydrostatic press, composition of matter, forces, work and energy, laws of motion, heat, the steam engine, light, sound, magnetism, electricity.

Special stress is laid upon the practical application of all the principles studied, The aim of the course is to enable the pupil to understand the phenomena of every-day life.

Special Lessons in Nursing and Hygiene

(for girls.)

Instruction in the care of a sick-room and the small attentions necessary to the comfort of an invalid; different ways of ventilating a room; bathing; the functions of the skin, preparation of the different local applications, including poultices, mustard plasters, etc., and methods of applying the roller bandage, the triangle and cravat.

Elementary Agriculture

Plant Diseases. Their nature, causes and prevention.

Injurious Insects Their nature, methods of destroying plants, insect remedies.

Animal Husbandry. General structure and composition of the animal body, principles of feeding, feeding stuffs, care of farm animals, leading breeds of farm animals.



ACADEMIC HALL AND SCIENCE BUILDING.



DOMESTIC SCIENCE AND AGRICULTURE BUILDING



GUITAR AND MANDOLIN CLUB.



MORNING INSPECTION.

English

Study of elementary composition and rhetoric, with daily practise in writing short essays, paragraphs, etc. The work of the year is designed to give facility in the correct and vigorous expression of thought.

Text book used; Mead's Elementary Composition and Rhetoric.

Reading and Literature

Vocal drill. Rhetorical exercises. The Vision of Sir Launfal, Self-Culture by Channing, Emerson's Essays, Life of Dr. Johnson by T. B. Macaulay, Life of Goldsmith by T. B. Macaulay, In His Name by E. E. Hale, Life and Essays of Lord Bacon, Julius Caesar, Ivanhoe, selections from masterpieces of British authors.

Civics

During the first half of the year, the text book used is Macy's "Our Government." Students are expected not merely to study the text book, but to illustrate and explain by examples chosen from past or current history. The reading of the newspapers, and the careful watching of political changes as they occur is an essential part of the course.

During the second half of the year, "Laughlin's Elements of Political Economy" is used as a text book in economics.

History

Conditions necessary for developing early civilization, parts of the old world where these conditions existed. Ancient oriental civilization, Greece, Rome. Gifts of early civilization to modern civilization, origin of modern nations of Europe, the Dark Ages, Charlemagne and his Empire, Mohammed and the Saracenic Empire, the Feudal System, Chivalry, the Crusades, the Revival of Learning.

Rise of modern nations, fall of Constantinople and its effect on Europe, decisive battles of the world's history, biographies of great men of different periods.

Map drawing, essays, current events.

Vocal Music

1. Minor scale in eleven positions.
2. Writing major and minor scales.
3. Transposition and extended work in intervals.
4. Sight Reading.

Drawing**Gymnastics**

Continuation and development of 2nd year's work. Historic ornament.

Continuation of work of preceeding years.

Manual Training

For Boys. Course in Forging requiring about 120 hours. The building and care of fires, heating the iron. Drawing square iron to a point, to flat, to bevel, and to round. Drawing from round to square, from square to octagon, from octagon to round. Bending rings of round and flat iron. Pointing and bending a staple. Drawing, bending and twisting in making a hook. Upsetting and forming square and hexagon head bolts. Punching and cutting square and hexagon nuts. Bending, twisting, and punching flat iron.

Upsetting, drawing, bending, punching and chamfering square angle piece. Upsetting, welding, forming and punching, introducing casehardening in making heading tool. Drawing and upsetting nails and rivets in heading tool. Butt welding. Bending, scarfing and welding in washer making. Bending and welding in making chain.

Forming, punching, slotting, and bending a hasp. Laying off and forging diagonal brace. Forging eccentric strap. Drawing out, bending and threading eyebolt with ring. T welding. Jump welding steel. Forging S wrench.

Drawing cast steel and introducing tempering in making cold chisel. Forging and tempering flat drill. Forging and tempering hammer. Drawing, bending, punching and tempering arch spring. Forging and tempering lathe tools. Welding steel to iron. Forging blacksmith's tongs.

In connection with the above course will be brought in the reading of drawings; the construction of iron, steel, etc; the study of fuels and their combustion; the study of tools and their parts.

For Girls. Sewing. Students are given talks on colors and material used, and taught to draft and cut from patterns, and each girl makes for herself a dress.

INDIAN PREPARATORY CLASS.

This class is intended for Indian pupils who are not far enough advanced to enter the regular academic course:

Arithmetic First four rules, elementary fractions.

Reading Aim, clear enunciation and comprehension of the text. Books used: The Normal Course of Readers; "Ten boys on the Road from Long-Ago to Now."

Elementary Science Observation lessons in physics, observation lessons in natural history. No text-book used.

Geography and History Study of the School grounds, their natural features and various occupations and industries. Study of the earth as the home of man. Text-book, Frye's Geography.

English Complete, correct sentences insisted upon throughout school work. Special drill in letter writing, dictation exercises, reproductions of historical and geographical events and stories. No text-book used.

Bible Stories from Old Testament history. Memory texts and the 23rd Psalm, the Beatitudes and Commandments.

The Life of Christ is studied in Sunday School.

Manual Training *For Boys. Course in Bench Iron Work:—*
150 hours. The bent or Venetian iron work consists of making out of flat strips of soft iron, angles, curves, scrolls and spirals and combining them into symmetrical figures for ornamental and useful articles.

This work furnishes excellent practice, and training for the hand and eye.

(*For Girls*), Sewing, cooking, and sloyd.

Drawing From geometric and simple type forms.

WHITTIER SCHOOL.

The Whittier School, standing on the Institute grounds, affords to normal students abundant opportunity for the study of the theory and practice of teaching. It is a graded school of seven rooms, ranging from the kindergarten up to the class of grown boys and girls whose studies are directly preparatory to the regular academic course of the Institute. Here during the present year 361 children, 194 boys and 167 girls have been in daily attendance. Six of the Whittier teachers are paid by the county, and in its management it is under the regular county officers, but in addition to doing the full work of a graded public school it has the benefit of the teachers of sloyd, cooking, drawing, music, gymnastics and kindergarten employed by the Institute.

I. NORMAL COURSE.

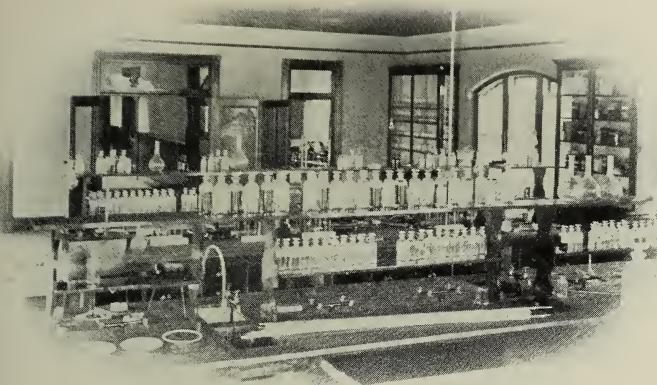
TWO YEARS.

For terms of admission to this course see page 9.

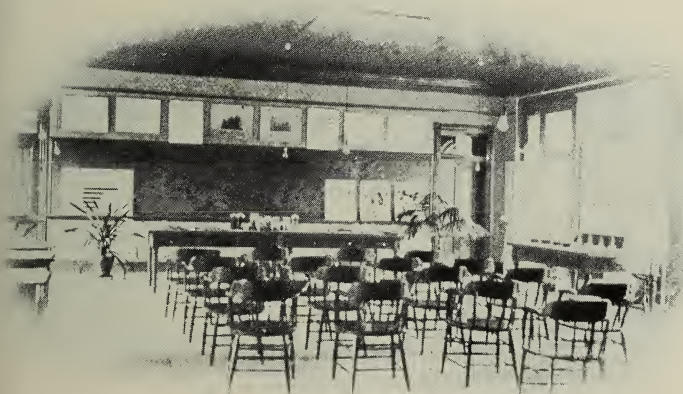
Students will recite five days in the week, not more than five recitations a day. The course is elective, and students may take up for careful study any of the following branches:

Mathematics Algebra, Plane and Solid Geometry.

English Special study of the formation period of the language, Composition, Literature, Rhetoric.



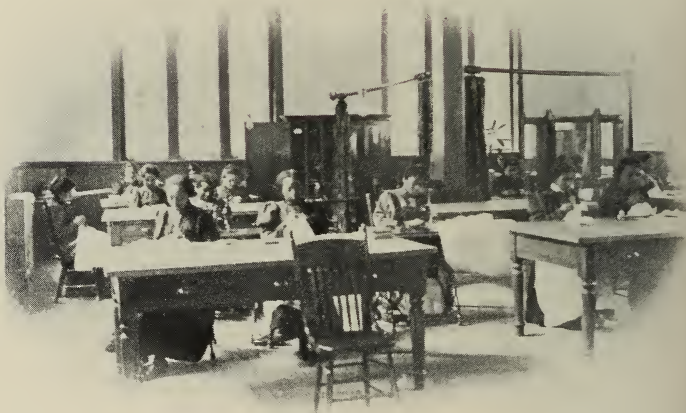
A CHEMICAL LABORATORY.



AN AGRICULTURE CLASS ROOM.



A CLASS IN COOKING.



A CLASS IN DRESSMAKING

- Science** Chemistry, Physics, Botany, Natural History Physiology and Hygiene.
- History and Civics** Outline History of Civilization :
 1. Oriental Civilization,
 2. European Civilization,
 Results of European Civilization as seen in the Great Nations of to-day.
 Special studies in Sociology. Economics, and the Science of Government.
- Normal Work** Mental and Moral Science, History of Education, Class-work in Methods of Teaching, with observation of work in Kindergarten, the Whittier School, and the Night School.
- Singing** Normal Music Course, (Holt System). Class-work in the following subjects:— Relative pitch of sounds; practice from drill chart and modulator; reading in different keys, comprising the first difficulties in time and tune, intervals and modulation; sight reading in parts.
- Drawing** Form study, outline drawing from vase and type forms, etc.; simple plant forms in outline, study of figures, and simple problems in geometric drawing
 Model drawing and still life in free hand perspective. Plant forms and flowers in outline and shaded (pencil). Flowers, fruit, and animals.
- Industrial Training** Special courses are offered in Sewing and Dressmaking, Laundry work, Cooking and Sloyd with a view to fitting mature and well-educated women for work as lady principals or matrons. In this course ample opportunity is offered in the household department for observation and experience.
- Laundry Work** The uses and abuses of chemicals in laundry, soap-making; assorting and putting clothes to soak; how to wash body and table linen, flannels, silk, laces, and muslins, col-

ored clothes, prints, etc.; how to starch with cold, clear, and boiled starch; sprinkling, stretching, folding, ironing. The articles washed in one lesson are ironed in the next.

Dressmaking and Sewing *First Year*—Instruction in all the stitches used in hand-sewing, practice in machine sewing, and the drafting, cutting and making of undergarments.

Dressmaking—The drafting, cutting and making of simple dresses.

Drawing and Design—Sketching in pencil, with study in the human form.

Business Methods

Second Year—Instruction in designing and making different kinds of dresses and coats—in matching of stripes—study of textiles.

Design—In pencil and water-color.

BUSINESS COURSE.

Book Keeping *Single Entry*—study of debits and credits. Study and practice in keeping Day Book, Cash Book and Ledger, including study of entries and postings. Balancing and closing of accounts. Trial Balance—how taken and what is shown by it. How to ascertain gains or losses in single entry.

Double Entry—Continued and broadened study of debit and credit. Study of differences between single and double entry; the advantages of the latter. Study of the meaning and significance of the various accounts and classes of accounts—Capital, Capital Stock, Stock or Proprietor's account, Expense, Labor, Freight, Discount, Merchandise, Bills, (or notes) Receivable, Bills (or notes) Payable, and Personal Accounts, Profit and Loss.

Analysis of Journal, Day Book, Cash Book, etc. Opening and closing sets of books; practice in making entries and posting, which includes the keeping of several complete sets of books (in theory) from simplest to more intricate.

Trial Balance—how taken, what facts are shown, analysis of. Balance Sheet—showing financial standing; how made; net worth or insolvency; Resources and Liabilities; relation of Resources and Liabilities to profit and lost. Introduction and study of modern features and processes of accounting:—Column Journals; Column Cash Books; Invoice Books; Sales Books; Bill Books and various other supplementary or auxiliary books used by modern business houses.

The course in book-keeping to be supplemented by daily practice in actual office routine in the various shops and offices of the school.

Commercial Correspondence and Penmanship

Forms in use in the various kinds of business letters; critical study of business papers.

Theoretical work to be supplemented from time to time in writing actual business letters for the school and school officers—from dictation, as well as original composition from given facts. Practice in copying letters on letter press and study of importance of preserving copies of letters. Study of various methods of filing letters and papers.

Commercial Law and Business Paper

Contracts—Construction; Arrangement; Essential elements of; general law bearing on same; who competent

to make same etc.

Partnership—Advantages and disadvantages of; rights; duties; liabilities; dissolution.

Corporations—Advantages of; formation of; powers of; Directors; Stock holders; laws governing same; various kinds.

Agency—How created; principal, his duties, rights and liabilities; agent, his duties, rights and liabilities.

Negotiable Paper—Notes; money; drafts; checks; and laws and customs regulating same. Endorsements; form of paper; essential requisites; protest; duties of holder under various circumstances.

Forms of Deeds—Deeds of Trust; Mortgages; Insurance Policies; Wills; general outline of requirements in drawing; warnings about making papers, etc. General talks concerning these and other business and legal papers.

SUMMARY OF STUDIES.

NORMAL COURSE

Mathematics
 English
 Science
 History
 Theory and Practice of Teaching
 History of Education
 Singing
 Drawing
 Sewing and Dressmaking
 Laundry Work
 Cooking
 Sloyd
 Domestic Economy

ACADEMIC COURSE

JUNIOR YEAR.

STUDIES	RECITATIONS PER WEEK.
Arithmetic	4
Natural Science	4
Agriculture	1
Reading and Literature	4
Geography	3
Bible.....	3
Music	2
Drawing	2
Gymnastics.....	2
Manual Training.....	2

MIDDLE YEAR.

STUDIES	RECITATIONS.
Arithmetic.....	4
Agriculture.....	2
English.....	4
Literature (half year.).....	4
Bible " ".....	4
United States History.....	4
News.....	4
Geography.....	4
Vocal Music.....	2
Drawing.....	2
Gymnastics.....	2
Manual Training.....	2

SENIOR YEAR.

STUDIES	RECITATIONS.
Mathematics.....	5
Agriculture.....	2
English.....	4
Literature.....	5
Vocal Music.....	2
Physics and Chemistry.....	5
Ancient History.....	4
Civics.....	4
Drawing.....	2
Gymnastics.....	1
Manual Training.....	2

INDIAN PREPARATORY CLASS

STUDIES	RECITATIONS.
Arithmetic.....	4
Reading.....	4
Elementary Science.....	4
Geography and History.....	4
English.....	4
Bible.....	3
Manual Training.....	4

DEPARTMENT OF INDUSTRIAL TRAINING

AGRICULTURAL COURSES.

Methods of Instruction

Instruction in the several courses is given by means of text books, lectures, and practice work; class room work is illustrated by means of specimens, models, charts, photographs, etc. . As far as possible each student is required to put in practice the principles taught in the class room.

Students taking the course in agriculture will be required to put a certain number of hours each week into recitation, study, drawing, and practice work.

Work

Practice will be an important and prominent feature of the course, and for pure practice the student will receive no wages. After meeting the requirements as to recitation, drawing, practice, etc. the student will be given an opportunity to do necessary work in the department, and will be paid therefor according to his ability and the actual time spent in doing the work, being thus enabled to earn something toward paying for board and incidental expenses. Tuition will be free.

Equipments

Twenty acres of land have been devoted especially to practice work. Four acres of this have been laid out as a small model farm. Ten acres have been planted with small and orchard fruits and the remainder is used for experiment and illustration in the growing of farm, truck and garden crops.

In the new Domestic Science Building the department of agriculture has six large rooms, a museum and lecture room, a laboratory for chemistry and physics, a laboratory for botany, horticulture and entomology, a farm laboratory, a dairy and a farm engineering room. The department also two greenhouses.

Aside from these the Institute has two large farms, which together cover about seven hundred acres, equipped with buildings, dairy stock, horses, hogs and poultry.

I

AGRICULTURE NO. I.

Requirements for admission same as other graduate courses, (see p. 9.)

This course covers a period of three years, and is intended for students who wish to fit themselves for agricultural teachers and superintendents.

The course is as follows:—

Chemistry: Theoretical chemistry of the non-metallic and metallic elements.

Science Chemistry of soils, plants, animals, manures, and fertilizers.

Laboratory work on the preparation and properties of the non-metals, qualitative separation of the metals, and quantitative tests of simple minerals, salts, dairy products and fertilizers.

Botany: Structure and habits of growth of the crops and weeds of the farm.

Insect Life: Insects injurious and beneficial to agriculture.

Agriculture *History of Agriculture*; Farm management; farm buildings; fences; roads; repairs, etc.

Farm Accounts: Business forms, etc.

Farm Drainage:

Soils: Origin and physical properties; tillage; manures; rotation of crops.

Farm Crops: History, uses, culture.

Horticulture Modification of plants by soils, climate, and culture; propagation of plants.

Gardening and Trucking: Soils, varieties of crops, culture, market, etc., forcing vegetables under glass.

Fruit Culture: Orchard and small fruits; propagation, planting, pruning, care, marketing.

Floriculture:

Ornamental Gardening.

Animal Industry Care, management, and breeds of dairy stock, horses, swine, poultry, and sheep.

Composition of feeding stuffs. Principles of stock feeding. Principles of stock breeding. Diseases of live stock.

Dairying

Dairy Stock: Breeding, care, management.

Dairy Bacteriology:

Milk: Composition, sterilization, Pasteurization, care, testing, creaming.

Butter: Ripening the cream, churning, working, packing and marketing.

Cheese, Making.

Dairy Utensils: Separator, churn, butter workers, cream vats, etc.

II.

ELEMENTARY AGRICULTURE.

This course is required of all students who take the Academic course. The details of the course will be found on pages 26-28.

For the benefit of those who are unable to spare the time for the three years' course in agriculture a number of shorter courses, in agriculture, horticulture, and dairying have been arranged as follows:—

III.

AGRICULTURE NO. 2.

Length of course, one year.

English branches as taught in the Academic course.
Mechanical drawing, Manual training,

Agriculture *Chemistry* of soils, plants, animals.
 Soils: Origin, physical properties, tillage.

Drainage:

Manures and Fertilizers:

Farm Crops: History, uses, culture.

Farm Stock: Breeding, selection, management, diseases, principles of feeding, feeding stuffs, soiling of stock.

Farm Accounts: Business forms, etc.

Farm Buildings: Barns, stables, silos.

Farm Management.



STUDENTS IN AGRICULTURE LEVELLING NEAR THE WHITTIER.



STUDENTS IN AGRICULTURE GRADING A DITCH.



A WING OF THE TRADE SCHOOL



A CLASS IN MECHANICAL DRAWING.

IV.

HORTICULTURE.

Length of course, one year.

English branches as taught in Academic course. Mechanical drawing. Manual training.

Horticulture *Botany:* Structure and habit of growth of plants. Modification of plants by soil.

Propagation of plants: Seeds, cutting, grafting.

Gardening and Trucking: Soils, varieties, crops, culture, marketing, growing vegetables under glass.

Fruit Culture: Orchard and small fruits, propagation, planting, pruning; spraying, care, marketing.

Floriculture.

Ornamental Gardening.

V.

DAIRYING.

Length of course, one year.

English. Mechanical drawing. Manual training.

Dairying *Dairy Stock:* Breeding, care, management.
 Dairy Bacteriology.

Milk: Composition, sterilization, Pasteurization, care, testing, creaming.

Butter: Ripening the cream, churning, working, packing and marketing.

Cheese Making.

Dairy Apparatus: Separator, churn, butter workers, cream vats, etc.

VI.

AGRICULTURE NO. 3.

A Summer Course in Agriculture.

This course takes up the routine work of the farm with general lectures and discussions on the principal topics in Course No. 1.

TRADE COURSES.

ARMSTRONG AND SLATER MEMORIAL TRADE SCHOOL.

Courses Offered The Trade School offers courses in the following departments:—Carpentry, Painting, Wheelwrighting, Blacksmithing, Machine shop, Tailoring, Bricklaying and Plastering.

The advantage of entering the Trade School is that one can take up a trade by logical and systematic steps from beginning to end. Each department is free to teach fundamental principles, by the careful application of which to commercial work, and by constant drill in the use of tools, it is believed the student has a far better chance of a well rounded training than under the apprenticeship system.

In addition to the above there is great opportunity for experience in the various productive industries on the school grounds. These industries are directly under the control of the Institute and are opened to the Trade School students, who are expected, as a part of their respective courses, to spend in them a portion of their time. The Trade School, through the munificence of its friends, has one of the best equipments of tools and appliances to be found in the country, and tries to carry out Hampton's underlying thought of providing such an education as will be a help not only to the individual but through him to his race.

Requirements Every Trade School student is required to devote nine hours a day to his trade and two hours to recitations in the night school. He is subject in every way to the general rules governing the Institute as found in another part of this catalogue.

Admission Applicants for admission to the Trade School must be not less than sixteen years of age and able to pass the entrance examinations to the Academic Department (see page 9). Other terms of admission will be found on page 10.

Length of Course Each Trade School Course is three years, a portion of which may be spent in some of the outside industries. The following lines are taken up; 1st, Actual work at the bench; 2nd, Instruction in the kinds, grades, and prices of materials used; 3rd, Mechanical drawing, which, as far as possible, bears on each trade; 4th drill in competitive labor.

The Academic or night school work consists of drill in arithmetic, language, science, geography, history, penmanship, etc.

Certificate A certificate will be given to every student who satisfactorily completes the required amount of work in any of the Trade School courses. It is to be distinctly understood, however, that the certificate will be given for attainment in skill rather than for length of service.

Carpentry Each carpentry student has a bench containing a very complete kit of tools, the use of which he is carefully taught by exercises in planing, nailing, boring, sawing, glueing, making joints, etc. When a certain proficiency is reached, a house or barn is erected either inside or outside the Trade School, and each boy has an opportunity to apply what he has learned to actual house construction. Besides this, each boy is expected to serve a portion of three years at the Huntington Industrial Works, in connection with which is a planing and wood-working mill, a lumber yard and dry kilns, where thousands of feet of lumber are worked up every year into doors, sash, blinds and all kinds of interior and exterior finish. This experience enables each one to become acquainted with productive industry.

House Building In this course the greatest stress will be laid on common house building,—framing, flooring, shingling, weather-boarding, and finishing. If proficient at the end of the first year, the student will be advised whether to keep on in the house building round,

and take up painting, bricklaying and plastering, or turn his attention to finer house finishing, stair building, turning or carving.

Contracting Students who have taken a thorough three years' course in the house building round ought to be well equipped to attend to some contracting, inasmuch as their academic training will fit them to do plain figuring and to keep their accounts.

Cabinet Making It is intended in this course that the pupils shall be well-grounded in carpentry. A limited number of students may be admitted to cabinet making if it seems desirable.

Wood-turning and carving are taken up to a limited extent in connection with this trade.

Painting The room in which painting is taught is fitted up with twelve booths, each one of which represents a good-sized room. One side of each room is made up like the outside finish of a house, so that in every booth there is a chance to learn something of outside painting and kalsomining. On the walls of the main room is ample space for brick pencilling, stencilling, and other forms of decoration.

Outside Work :

The members of the Trade School paint class are allowed to supplement their training by work in the Institute Paint Shop which is on another part of the grounds. From this shop they are sent out as regular painters to the various buildings, some sixty in all, that belong to the Institute, which certainly gives as good an opportunity of applying their trade as could well be found. Enough will be given in this course to enable the student to become an intelligent painter of houses—both inside and outside—and instruction will be given besides, to a limited extent, in grain-ing, hard-wood finishing, kalsomining and frescoing.

The theory of paints, their manufacture and adulteration, will be given as time will permit, as well as study in the mixture and harmony of colors.



A CLASS IN MANUAL TRAINING.



A CLASS IN CARPENTRY.

AN EXERCISE IN HOUSE BUILDING GIVEN BY THE CARPENTRY CLASS
OF THE TRADE SCHOOL.



LAYING THE FOUNDATION AT THE TRADE SCHOOL.



PLACING SILLS AND FLOOR JOISTS.



ERECTING STUDDING AND BOARDING IN.



BUILDING CHIMNEY AND ROOFING.



MOVING FINISHED COTTAGE TO PERMANENT SITE.



THE COMPLETED COTTAGE, "THE NUTSHELL."

Carriage Painting may be taken if desired.

Bricklaying and Plastering

In this as in the carpentry and painting course, the greatest stress will be laid on plain house work, including foundations, walls, arches and chimneys. Lessons on limes and cements, brick-making and such important matters will be given throughout the course.

Lathing will be taken up with plastering.

The room in which the plastering is taught is arranged like the painting room, with booths representing rooms.

In the bricklaying room there is ample space for the erection of several brick houses under the Trade School roof, which makes it possible to work at this trade in any kind of weather.

Outside Work:

The members of last year's class have been employed outside on a new building which the Institute has been erecting, and have thus had an excellent opportunity to add to their technical training the very best kind of practical experience.

Wheelwrighting

This course is intended to fit one to be able to handle the work that is found in the ordinary country wheelwright shop, after taking which the student is expected to be able to build a farm wagon or a plain carriage from beginning to end.

An opportunity is given for a partial course in blacksmithing to go with this course, so that at least the student will know what is needed to properly iron up his work.

It is well, too, for the wheelwright to know something of plain carriage painting, and we advise taking an extra year in the paint shop, if it can be afforded.

Outside Work:

In wheelwrighting, as in other trades, there is excellent opportunity for supplementary training in the Farm Wheelwright Shop.

Blacksmithing

The Blacksmith Shop contains sixteen complete outfits of forges, anvils, sledges, hand hammers, swags, fullers, in fact all the necessary tools for a comprehensive course in smithing. Opportunity is given to follow out special lines of work such as horse shoeing, tool making, carriage work, etc. The same privilege of outside work holds true as in the other trades, for there is another blacksmith shop which does work for the trade, in which Trade School boys may be employed. The study of iron and steel and the care of the fire comes into the Trade School course.

Machine Shop Work

The machine shop is fitted with the most modern machine tools, and students in this department are given a thorough course in chipping and filing, turning, boring, drilling, planing, milling, etc., and end by building the whole or part of a machine tool.

Lessons in tool-making, tempering, and some foundry practice are included.

Course for Teachers in Industrial School

On account of the spirit which was given to Hampton Institute by General Armstrong, namely, that its principal aim should be to educate teachers, and to fill the fast increasing demand for industrial teachers in the South, the Trade School has arranged to give a course of instruction which may be known as the Normal Industrial Course. In this course the student may take all his training in a single department and become expert along one line, or he may take a round through several departments and prepare himself to be a general teacher or a head of an industrial department of a school.

In this will be included: 1st, shop work; 2nd, practice in teaching; 3rd, study of equipments and cost of same, 4th, study of course of instruction; 5th, academic training; the same as regular Trade School students.

All students in this course will be subject to the same requirements that are given for Trade School students.

Course in Mechanical Drawing

The course in mechanical drawing is given as a part of the trade training to all Trade School students. Tailors and painters have in addition free hand drawing.

The drawing is arranged with the view of giving the student a general knowledge of working drawings, preparing him to interpret intelligently drawings placed before him, and to cultivate his ability to make working drafts, plans, elevations, and sections of tools, buildings, machines, wagons, and other work in the line of his trade, and to work according to the same.

The course comprises:—

1. Spacing and drawing lines,
 - a.* Straight. *b.* Curved.
2. Making joints,
 - a.* Between straight lines.
 - b.* " " " and curves.
 - c.* " curved lines.
3. Making block letters.
4. Geometrical problems.
5. Explaining what is meant by "projections," "plans," "elevations," and "sections."
6. Drawing plans, elevations and sections (a) from the object itself; (b) from other drawings; (c) from memory or original design.
7. Getting out bill of materials and estimating cost of some piece of work actually done.
8. Designing and estimating.

ADDITIONAL TRADE COURSES.

In addition to the courses offered in the Trade School, apprentices are taken in the following courses in connection with the school industries. The number received in this way is limited.

Course in Steam Engineering

This course embraces:—First; an elementary training in the machine and blacksmith shops, including chipping, filing,

polishing, scraping, fitting brasses, and repairing old work, lathe and planer work, pipe fitting, blacksmithing, including drawing, upsetting, welding, tempering, etc. This training is given in the machine shop of the Trade School.

Second; care and management of boilers, including building, stoking, drawing, and banking fires, regulating draught, water supply and steam pressure, using injector, inserting water gauges under pressure, blowing flues, scraping or cleaning tubes, safety valve adjustment, patching and caulking boilers, inserting and expanding boiler tubes, packing valves.

Third; practice in running and caring for engines, making steam connections, setting slide valve, giving proper lap and lead, setting eccentric, arranging for the proper cut-off, filling oil cups, speeding governors, fitting belts, lining up, taking indicator cards, and calculating indicated horse power.

This course is intended to fit men to run boilers or engines in connection with mills, electric light plants, farms, etc.

Course in Tinsmithing

Instruction will be given in the care and use of tinner's tools, in working out the processes entering into general tin work;—as roof covering, conveying of water, manufacture of tin-ware, setting up stoves, and pump work. It will include pattern cutting, folding on break, soldering, riveting, brazing, burring, double seaming, forming on rollers, hand seaming, beading, bending and mitering.

Enough practical work is found on the school grounds to give good drill in the many applications of the tinner's trade.

Tailoring

All young men who desire to learn the trade will be admitted to the three months probation, and if they prove satisfactory may then take a three years course as follows:—

1st year,—Technical work in sewing, free-hand drawing,

the study of woollens, with occasional talks on business methods and etiquette.

2nd year,—Sewing, free-hand drawing, the study of fabrics, study of the cost of garments, practical examples in estimating materials and cost of suits, study of the form, drafting by actual measurements, alterations.

3rd year,—Review of what has been taught in the two previous years, test of the student's executive ability, and special practice and instruction in the details of running a successful business. Practical talks will be given from time to time in regard to the purchase of goods. During this year as much productive work as possible is given the student.

Course in Shoemaking

In this course practice and instruction are given in the steps leading to the production of a shoe, as follows:

Making waxed ends, practice in sewing the various stitches, putting on patches with cement, nailing and pegging soles, sewing, sewing welt to upper, sewing sole to welt, using sewing machine in stitching upper leather, putting in lining, taking old shoes apart, learning names of parts and the methods of putting together, practice in cutting lifts and soles, soling and heeling on both pegged and sewed work.

There will then follow, cutting uppers by pattern, stitching, lasting, bottoming and finishing a pegged shoe of ordinary grade.

After this will follow measuring foot, fitting last, developing patterns, selecting stock,—as uppers, soles, counters, felt, threads, etc., cutting out stock and making sewed shoe to measurements.

Lectures and study on leather and other shoe materials, styles of shoes, taking measure and developing patterns, shoe manufacture, making estimates, etc.

Course in Harness Making and Car- riage Trimming

In this course students are taken through the processes or steps leading to the making of various kinds of harness and to carriage trimming, following which,

application of the process is given on harness and carriage work. Instruction and practice are given in making threads, cutting, skiving and rounding edge of piece for strap, punching, putting on loop and buckle and stitching same, making simple parts of harness, as hame strap, breeching strap, and girth.

Second, making folded bodies, including making and using patterns in cutting lays, stitching, straight and figured creasing, skiving and swelling up waved and straight raised lays, applying these in breeching, girth, breast collar, lacing in soft cheek loops, etc.

Third, practice in saddle work,—as in express, buggy, or couple harness, using tree, cutting skirts from patent or harness leather or cloth, covering reed and binding saddle, stuffing with hair, tufting, stitching, putting in billets and terrets.

Fourth, practice on round work such as gag, face and winker rounds, round hip strap, trace, rein, and bridle.

Fifth, practice in cushion work, trimming shafts, leathering dashers and fenders, making falls, lazy back cushions, etc., work on buggy and extension tops, carts, saddles and other harness and carriage work.

Lectures and study on leather, kinds and styles of harness and carriages, measuring and fitting harnesses, drafting harnesses, estimating cost, etc.

Course in Printing

Applicants for this trade must pass examination for entrance to the middle class.

Instruction and practice are given in presswork, including making ready and running jobs on small job press; at the case in plain composition,—as learning cases, sizes, and faces of types, proper position for holding composition stick, setting type, justifying, emptying stick and putting on galley; leading, arranging in chase, locking up, proving and correcting proof, cleaning and care of type, distributing dead matter, etc., reading proof, making ready and running cylinder press; check and order book binding, book composition and imposition.

Application of these principles is given in the varied work of the printing office, as, setting and printing note heads, bill heads, circulars, envelopes, posters, bills of fare, tabular work, blanks, color work, tablet binding, etc.

Lectures, reading and study will include topics connected with general printing,—as, book binding, stereotyping, electrotyping, various processes of cut making; stock, making estimates, etc.

DEPARTMENT OF PRODUCTIVE INDUSTRY.

These industries are conducted as business enterprises and are open for students who have passed a year in the Trade School, or Training Department. (See page 36 under Trade Courses.)

They afford the opportunity of learning how productive industries are managed, of making practical application of the principles learned in the Trade School, and incidentally of earning wages. They also furnish some opportunities for unskilled labor to young men working for credit to enter Day or Trade School.

Huntington Industrial Works

These works comprise three departments; the saw mill and lumber yard, the planing mill, and the carpenter and cabinet

shop.

The saw mill is equipped with a band saw, with steam feed and conveying rolls, and automatic trimmer and slasher; employs about twenty-five men, and saws annually six million feet of lumber. This is brought to the mill in rafts, and after sawing is kiln-dried and shipped to various markets.

The planing mill, with its equipment of saws, planers, matching and moulding machines, is engaged in the manufacture of mouldings, flooring, ceiling, siding, and other house finishings for the general market, and employs about fifteen men.

The carpenter and cabinet shop employs about twelve workmen, and is engaged in the manufacture of window and

door frames, sash, doors, mantels, scroll work, and other interior and exterior finish, stair work, and cabinet work, as chests, bookcases, tables, etc. It has an equipment of lathes, circular, jig and band saws, buzz and pony planers, boring, mortising and tenoning machines, cabinet benches and tools.

Yellow and white pine, poplar and hard woods are used.

Carpenter and Repair Shop

This shop is supplied with general carpenter's tools, circular and small saws, upright moulder and mortising machine, and employs about twelve workmen. It has charge of the general repair work of the buildings, of which there are upwards of fifty, and of the furniture connected therewith; manufactures new work,—as easy chairs, desks, tables and other cabinet work, and does a portion of the new building.

Wheelwright and Blacksmith Shop

This shop, with its two departments, is engaged in manufacturing carriages, wagons and carts for the school and for local trade, in general repair work, and in horse-shoeing. The wheelwright department has an outfit of general wheelwright tools and benches and employs about eight workmen.

Paint Shop

This shop does all the painting connected with the fifty buildings on the premises, both exterior and interior work, kalsomining and paper hanging; also the painting and finishing of the products of other shops, as carts, barrows, agricultural implements, furniture, sign painting and lettering; upholstery work on chairs and other furniture, mattresses, and the like. Employment is given to about ten men.

Tin Shop

The tin shop has charge of the general tin and stove work connected with the institution,—as the making and repairing of utensils, laying and repairing tin roofing, making and hanging conductors, making stove pipe, setting up stoves, and other shop and general outside repair work.

Engineering Department

This department has the care of the steam plant for furnishing the steam for power and for heating, also of the water supply.

It includes the management of nine boilers, the running of three large and four small engines, the heating of three dry kilns and nearly all the buildings on the premises, the running of the steam pumps connected with the water supply and sewerage, and the laying of water and steam pipes in both new and repair work. It employs an average of seventeen men.

Tailoring Department

This department employs about twenty students. It furnishes the uniforms of the cadets, manufactures citizen's suits for school and outside trade, and does custom work in general, making yearly upwards of 1,500 garments. It also does scouring, pressing, repairing, and similar work for the school and for the outside trade, also the designing of patterns.

Shoe Shop

The shoe shop is engaged in the manufacture of hand-made shoes, both work shoes and fine grade, pegged and sewed, for the Institution and for the outside custom trade, and in general repair work. It employs about nine students and has the ordinary outfit of tools and appliances.

Harness Shop

All the harness work of the institution is done in this shop, including repairing and making new harness for farm work, driving, etc. Harnesses are also made to order for outside customers, and repair work is done for the public generally. Carriage trimming, as it is included in carriage repair work, is also done. The shop has the usual supply of tools and appliances and employs an average of five men.

Normal School Press

The work of this department includes all the school printing, as letter heads, envelopes, circulars, catalogues, outside job work, two monthly publications, and one weekly paper. The equipment consists of two cylinder presses, two job presses, a lever and a steam cutter, perforator, stabber, card cutter, and wire stitching machines. It employs about twenty men.

Farming

The land under cultivation comprises about 700 acres, 100 at the School farm and 600 at the Hemonway farm five miles distant. Corn and oats are the principal crops, with some hay, potatoes, and other vegetables. The farms are stocked with 130 cows, 40 to 50 young cattle, 40 horses and several hundred hogs and poultry. The product of butter, milk and cream from the dairies is used in the School and supply local trade. Products from the greenhouse are largely shipped away, as are also other surplus products. Modern buildings, machinery, and appliances are in use at both farms.

Sewing and Furnishing Department

This department supplies all the bed and table linen, towels, etc., needed by the Institution, and fills orders for shirts and underwear for the young men, and for gymnastic suits, cooking aprons etc., needed by the young women. It employs about fifteen seamstresses on full time.

**House-Work,
Etc.**

Beside the work furnished incidentally in the previously named industries to students working for a credit balance, employment is offered, both to young men and young women in the various household departments and offices. Young men are employed as waiters, cooks, and helpers in the dining-rooms and kitchens, janitors, laborers about the grounds, orderlies, etc. Young women can find work in the care of rooms and corridors, and in the large steam laundry where the weekly wash of the whole institution is done, and where the clothes of the young men are mended.

Class Lists--1898-'99.

DAY SCHOOL

NORMAL CLASS,

James, H. Lou E.	Hartford, Conn.
Splitlog, Inez.....	Cayuga, Ind. Ter.
Virginia, Helen E.	Rome, N. Y.
Wheelock, Rhoda	Oneida, Wis.

BUSINESS COURSE.

Coles, Matthew	Lisbon, Va.
Seals, Henry W.....	Glade Springs, Va.
Walker, John G.	Fort Defiance, Ariz.

SENIOR CLASS

Alexander, Araminta	Palmer's Springs, Va.
*Braxton, Eva Cecilia.....	Belroi, Va.
Brown, Cornelia E.	Bridgeport, Conn.
Bush, Emma.....	Washington, D. C.
*Cary, Estella M.....	Winifrede, W. Va.
Chadwell, Martha	Williamstown, Mass.
Cornelius, Elizabeth.....	Oneida, Wis.
Gilbert, Lelia	Chicago, Ill
Holmes, Mattie F.....	Phoebus, Va,
*Hunter, Olive S.....	Philadelphia, Penn.
Jarvis, Lutie	Hampton, Va.
Mackey, Aginora.....	Berkley, Va.
Mundy, Genie A.....	Henderson, Ky.
*Payne, Laila	Danville, Va.
Price, Ada R	Charlottesville, Va.
Pride, Annie L.....	Lynchburg, Va.

* Left before close of term.

Robinson, Marie F.....	Harrisburg, Pa
Robinson, Rosa	Glendower, Va.
Swayney, Arizona	Cherokee, N. C.
Wilder, Beulah.....	Washington, D. C.
Williams, Nannie.....	Philadelphia, Penn.
Bell, H. Spencer	Memphis, Tenn.
*Bolden, Thos. J.....	Sassafras, Va.
Byrd, John H.....	Temperanceville, Va.
Collins, Thos, W.....	Bird's Nest, Va.
Conway, Geo. K.....	Washington, D. C.
Elm, Andrew M.....	Oneida, Wis
Evans, Robert Hayes	Farmville, Va.
Evans, Cephas M:	Ware Neck, Va.
Fielder, Henry W.....	Cheyenne River, So. Dak
Flagg, Chas. E	Montgomery, Ala.
Gaines, Effenger W	Tyro, Va.
Gill, Lee A.....	Washington, Va.
Johnson Samuel S.....	Lynchburg, Va.
Kendrick, Abram....	Bristol, Tenn.
Lee, David Alonzo.....	Cherokee, N. C.
Lewis, Edgar D.	Bristol, Va.
Lewis, Alex, N.....	Matthew C. H., Va.
Lightfoot, Edward A.....	Adriance Va.
Oliver, Robert H....	Yorktown, Va.
Owens, James E.....	Gilmerton, Va.
Pollard, Robert Jones..	Signpine, Va.
Randall, Chas Bernard ..	Belona, Va.
Russell, Chas. T	Richmond, Va.
Schiller, Garlein....	Starke, Fla.
Sessoms, M. P.	Powellsville, N. C.
Smith, Eugene F	Oneida, Wis.
Sully, Edward T.....	Manchester, Va.
Thorne, William, M.....	Summerville, S. C.
*Wilson, James N.....	Jacksonville, Fla.
*Young, Wm. H.	Snow Hill, Md.

MIDDLE CLASS,

Allen, Gertrude.....	Newport News, Va.
Anderson, Henrietta.....	Berkley, Va.
Atkinson, Marcella	Lexington, Va.

* Left before close of term.

Banks, Victoria.....	Hampton, Va.
Barnette, Nannie	Lynchburg, Va.
Berkley, Almetra.....	Jetersville, Va.
Black, Youtha O...	Lynchburg, Va.
Booth, Jannie D.....	Roans, Va.
Campbell, Lucy A	Savannah, Ga.
Carlow, Elizabeth.....	Pine Ridge, So. Dak.
Carney, Blanche.....	Hodges Ferry, Va.
Cary, Tempie A. C.....	Estmont, Va.
Diuguid, Alla.....	Diuguid's, Va.
Elliott, Missouri.....	Beamonds, Va.
Faulke, Alcora	Savage Crossing, Va.
Ferguson, Rebecca B.....	Charlottesville, Va.
Fire Thunder, Ella.	Lower Brulé, So. Dak.
French, Julia.....	Hampton, Va.
Fuller, Elenora.....	Norfolk, Va.
Goode, Mary M.....	Boydton, Va.
Green, Malsie D.....	Pekin, N. C.
Ground, Lillian....	Tonawanda, N. Y.
Harmon, Mamie M	Keller, Va.
Hartsfield, Etta.....	Raleigh, N. C.
Haskins, D. Belle.....	Coles Ferry, N. C.
Hill, Martha	Seymour, Wis.
Hoffman, Sallie.....	Lexington, Va.
Howard, Rosa B.....	Charlottesville, Va.
Ligon, Laura.....	Montgomery, Ala.
Marshall, Eva.....	Huntersville, Va.
Miller, Rosa.....	Gresham, Wis.
Miller, Addie G.....	Portsmouth, Va.
Mossom, Mamie.....	Phoebe, Va.
Neal, Lottie F.....	Phoebe, Va.
*Norfleet, M. Louise	Huntersville, Va.
Nottingham, Martha.....	Cheapside, Va.
Parker, Rose O.....	Hampton, Va.
Parker, M. Julia E	Wicomico, Va.
Peters, Nellie H	Gresham, Wis.
Powless, Cora M	Oneida, Wis.
Seneca, Elnora.....	Versailles, N. Y.
Smith, Hallie L	Zanoni, Va.
Stewart, Gertrude M. D.....	Charlottesville, Va.
Taliaferro, Helen M.....	Gloucester C. H., Va.
Thomas, Mary A.....	Oneida, Wis.

* Left before close of term.

Todd, Nettie, H.....	East Lexington, Va.
Truehart, Emma L.....	Hampton, Va.
Turner, Frances.....	Phoebus, Va.
Walker, Mary E.....	Hurtsville, Va.
Allen, Laurie L.....	Charlottesville, Va.
Bailey, James A.	Hampton, Va.
Barksdale, F. V.....	Dominion, Va.
Bevier, Robert S.....	Henderson, Ky.
Carr, Cornelius	Calhoun, Ala.
Chappelle, Peter....	Berlin, Va.
Coles, Robert Allen	Charlottesville, Va.
Daggs, John Wm.	Keene, Va.
Derricks, Jacob J.....	Samama, San Domingo.
Dickerson, Chas. Wm	Bannister, Va.
Duncan, Chas. H...	Greenville, Ala.
Griffin, Giles W.....	Elliston, Va.
Hobbs, Daniel C.....	Drewryville, Va.
Hunter, Josiah H	Philadelphia, Penn.
Johnson, John A	Petersburg, Va.
Jones, Edwin Thos....	Bedford Springs, Va.
Jones, Walter D.....	Richmond, Va.
Jones, Spottswood R.....	Blenheim, P. O.; Va.
Keen, Walter.....	Danville, Va.
Lewis, Walter O	Charlottesville, Va.
Lolorias, John M.....	Pima Agency, Arizona.
Marable, Granville C,.....	Brooklyn, Va.
Marshall, Ernest J.....	Baltimore, Md.
Miller, Wm. H	Danville, Va.
Moore, Alex. T.	Mount Landing, Va.
Morgan, Jake C....	Fort Defiance, Ariz.
Moore, Chas. L	Colleen, Va.
Morse, Warren W.	Denbigh, Va.
Mosby, J. W. H....,	Negro Foot, Va.
Onque, Le Grand	Jetersville, Va.
Patterson, Asa E.....	Sanborn, N. Y.
Pleasants, Alfred W.....	Lexington, Va.
Pursley, Thaddeus D . . . ,	New York, N. Y.
Roberts, Jacob.....	Sacaton, Ariz.
Robinson, Henry....	Phoebus, Va.
Robinson, Samuel Wm.....	Cuckoo, Va.
Robinson, Wm. H.....	Burwellsville, Va.
Ross, Joseph B;.....	Gordon, Neb.

Smith, R. B. H	Cheyney Shops, Penn.
Snelson, Chas. A.	Savannah, Ga.
Stark, B. M.	Eagle Rock, Va.
Tatoyopa, Henry	Crow Creek, So. Dak.
Tucker, Samuel T	Blackstone, Va.
Walker, Samuel	Plainfield, N. J.
Washington, John W.	Steelton, Penn.
Young, Eugene E.	Palmer Springs, Va.

JUNIOR CLASS.

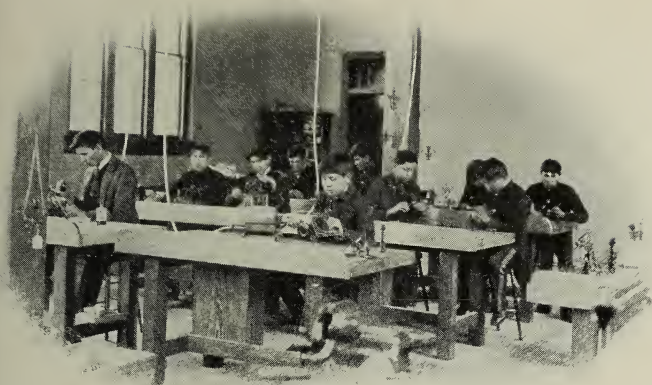
Adams, Lavinia	Oneida, Wis.
Archer, Eva	Berkeley, Va.
Baines, Lula L	Churchland, Va.
Barrett, Nancy, W.	Hat Creek, Va.
Bluford, Florence	Sassafras, Va.
Booker, Maggie G	Phoebus, Va.
Brothers, Emma A	Bowers Hill, Va.
Brown, Emma B	Danville, Va.
*Burford, Frances A	Lynchburg, Va.
Burrows, Emma	Paloma, Ariz.
Cohoon, Ethel	Suffolk, Va.
Conger, Sibyl	Yankton, So. Dak.
Cooper, Callie D	Richmond, Va.
Cox Della	Altoona, Penn.
Crocker, Lucy A	Portsmouth, Va.
Fauntleroy, Annie	Hampton, Va.
Gavin, Addie	Gilmerton, Va.
Glass, Effie	Danville, Va.
Goodman, Martha	Bowers Hill, Va.
Harris, Lena J	Phoebus, Va.
Hill, Eliza S	Oneida, Wis.
Hilton, Evelyn G	Earlton, Md.
Hobday, Lucy	Achilles, Va.
Hoffman, Catherine	Lexington, Va.
Hutcherson, Ardelia	Lynchburg, Va.
Johnson, Pauline V	Baynesville, Va.
Johnson, Isabel D	Savannah, Ga.
*Jones, Bessie	Phoebus, Va.
Jones, Mattie	Newport News, Va.

* Left before close of term.

Langhorne, Laura.....	Lisbon. Va.
Lee, Julia V *	Cherokee, N. C.
Lodge, Josephine	Crow Creek, So. Dak.
McCoy, Rupert.....	Berkley, Va.
*Mosely, Zalee B....	Huntersville, Va.
Murray, Lorena E.....	Rosebud, So. Dak.
Neal, Blanche	Phoebus. Va.
Nowell, Antoinette	Clifford P. O. Va.
Nottingham, Mary E	Cheapside, Va.
Perry, Loretta L.....	Goldsboro, N. C.
Peters, Bessie	Gresham, Wis.
Pierce, Virginia C.....	Greenville, Ala.
*Pogue, Pauline.....	Raleigh, N. C.
*Pollard, Rosa B.....	Bowles Wharf, Va.
Poodry, Fannie C.....	Basom, N. Y.
Quinney, Adele	Gresham, Wis.
Ross, Margaret M.....	New Upton, Va.
Saunooke, Nancy.....	Murphy, N. C.
Scott, Nannie G.	Lynchburg, Va.
Sheppard, Luverdra.....	Portsmouth. Va.
Smith, Caddie L.....	Almagro, Va.
Thomas, Annie.....	Achilles, Va.
Thompson, Margaret.	Baltimore, Md.
Waterman, Jessie.....	Onondaga Castle, N. Y.
Wilson, Essie L.....	Norfolk, Va.

Bailey, Lyman P	Arkon, N. Y.
Barnette, Theodore.....	Lynchburg, Va.
Bassett, Ceasar S.....	Hampton, Va.
Bateman, Guy.....	Fort Berthold, So. Dak.
Bolling, Thos. A.....	Hampton, Va.
Brown, Clay J.....	Minco, Ind. Ter.
Burrell, Wm. S.....	Lawyer's Road, Va.
Cannady, A. F.	Roanoke, Va.
Cornelius, Sampson....	Sagola, Wis
Deveaux, John H....	Savannah, Ga.
*Diggs, Geo. P..	Leesburg, Va.
Embry, Samuel.....	Stamford, Ky.
Gant, James, B.....	Washington, D. C.
Glick, John O.....	Verdel, Neb.
Harmon, Chester A.....	Exmore, Va.

* Left before close of term.



AN INDIAN CLASS IN BENT IRON WORK.



MACHINE SHOP IN THE TRADE SCHOOL.



A CORNER IN THE WHEELWRIGHT SHOP.



FORGING ROOM IN THE TRADE SCHOOL.

Holland, Wm. W.....	Suffolk, Va.	
Hooker, John J.....	Hampton, Va.	
Howe, Guy M.....	Gresham, Wis.	
Jones, Adolphus B.....	Niagara Falls, N. Y.	
Jones, Mason W.....	Fort Berthold, No. Dak.	
La Rock, Alex.....	Namekagon, Wis.	
Luck, Winston.....	Danville, Va.	
McIntosh, J. Emery.....	Granite Falls, Minn.	
Pinn, Samuel H.....	Eagle Rock, Va.	
Pride, Claiborne G.....	Lynchburg, Va.	
Printup, Horatio R.....	Basom, N. Y.	
Riddick, Jeremiah M.....	Portsmouth, Va.	[W. I.]
Roker, Augustus.....	Nassau, New Providence,	
Sawyer, Allen.....	Cherokee, N. C.	
Ukipata, Edward.....	Santee, Ind. Ter.	
Washington, W. C.....	Roanes P. O. Va.	
Webster, Isaiah.....	Oneida, Wis.	
*Wells, Ernest F.....	Richmond, Va.	
West, Frank.....	Macon, Ga.	
Williams, James P.....	Ponca, Ind. Ter.	
*Wills, Bowling E.....	Colleen, Va.	
Wilson, Fred C	Deep Creek, Va.	
Winder, Geo. A	Baltimore, Md.	
Wolfe, Abel.....	Cherokee, N. C.	

PREPARATORY CLASSES.

Archiquette, Irene D ...	Oneida, Wis.
Bailey, Nancy C.....	Akron, N. Y.
Banks, Maud.....	Hampton, Va.
Bear, Estella G.....	Fort Berthold; No. Dak.
Bright, Mary E	Gloucester, C. H., Va.
Broady, Mary A.....	Abingdon, Va.
Connor, Annie.....	Prospect Dale, Va.
Cornelius, Jerusha	Oneida, Wis.
Doxtator, Elizabeth.....	Oneida, Wis.
Doxtator, Eva	Oneida, Wis.
Gillette, Agnes J.....	Fort Berthold, No. Dak.

* Left before close of term.

Hemmings, Mary J. L.....	Hawk P. O. Va.
Hight, Mary L.....	Knolls P. O. Va.
House, Eliza.....	Oneida, Wis.
Howard, Annie	Crow Creek, S. D.
Jackson, Pearl	Newport News, Va.
Lee, Nora.....	Cherokee, N. C.
Metoxen, Minnie	Oneida, Wis.
Paige, Bertie.....	Hampton, Va.
Patterson, Mabel M.....	Modeltown, N. Y.
Pembleton, Louisa.....	Pekin, N. Y.
Perkins, Fannie E	Fort Berthold, N. D.
Poodry, Dora.....	Akron, N. Y.
Poodry, Gertie.....	Tonawanda, N. Y.
Rencher, Margery E.....	Abingdon, Va.
Rogers, Stella E.....	Fort Berthold, N. D.
Silas, Effie E.....	Oneida, Wis.
Silverheels, Florence.	Irving, N. Y.
Sitting Bear, Hilda.....	Fort Berthold, N. D.
Skenandore, Lilian N	Oneida, Wis.
*Stewart, Emma M.....	Jenkintown, Penn.
Stiles, Lottie R.....	Fort Berthold, N. D.
Summers, Emeline A.....	Oneida, Wis.
Surrounded, Jean D.....	Crow Creek, S. D.
Turner, Elizabeth	Raleigh, N. C.
Walden, Mattie D.....	Winston, N. C.
*Ware, Minnie B.....	Richmond, Va.
Watkins, Mary L.....	Danville, Va.
Webster, Ida	Oneida, Wis.
Wilder, Blanche.....	Washington, D. C.
Wilkerson, Charlotte	Lynchburg, Va.
Andrews, Alfred S.....	Fort Berthold, N. D.
Archiquette, Robert S.....	Oneida Wis.
Badger, Edward W.....	Fort Berthold, N. D.
Badger, Fred... ..	Crow Creek, S. D.
Beauchamp, Peter H	Fort Berthold, N. D.
Black Deer, Bruce.....	Winnebago, Neb.
Collins, John M.....	Bird's Nest, Va.
Conger, Henry.....	Yankton, S. D.
Danforth, Thomas	Oneida, Wis.

* Left before close of term.

Del Gardo, Raphael.....	Porto Rico.
Doctor, Milo M.....	Akron, N. Y.
Doxtator, Chauncey.....	Oneida, Wis.
Doxtator, Edward E.....	Oneida, Wis.
Doxtator, Peter J.....	Oneida, Wis.
Elm, Elias E.....	Akron, N. Y.
Elm, Horton G.....	Akron, N. Y.
Elm, Jason.....	Oneida, Wis.
Elm, Nathan E.....	Oneida; Wis.
Fire Tail, Louis.....	Crow Creek, S. D.
Frazier, Alfred.....	Santee, Neb.
Glick, Taylor.....	Verdel, Neb.
Harris, Micajah.....	Ivy Depot, Va.
Hill, Wilson J.....	Oneida, Wis.
*King, Fred.....	Oneida, Wis.
Lambert, Hugh N.....	Cherokee, N. C.
Long, Will West.....	Cherokee, N. C.
Medicine Crow, Fred.....	Crow Creek, S. D.
Metoxen, Redmond.....	Oneida, Wis.
Pelkey, Albert P.....	Winnebago, Neb.
Pitchford, Algie C.....	Jetersville, Va.
Plummer, Clarence W.....	Salamanca, N. Y.
Reed, Joel.....	Oneida, Wis.
Shanks, Daniel W.....	Akron, N. Y.
Simpson, Albert H.....	Fort Berthold, N. D.
Skenandore, Eli J.....	Oneida, Wis.
Skenandore, Elias.....	Oneida, Wis.
Skenandore, Sheppard J.....	Oneida, Wis.
Skenandore, Willard.....	Oneida, Wis.
Skenandore, William.....	Oneida, Wis.
Snyder, Jerry.....	Bassom P. O., N. Y.
Tate, Ezekiel G.....	Savannah, Ga.
Washburn, Harry B.....	Irving, N. Y.
Washburn, Herbert E.....	Irving, N. Y.
Webster, Albert.....	Oneida, Wis.
White, Baco.....	Ft. du Chesne, Ariz.
Wilkinson, Joseph O.....	Fort Berthold, N. D.
Wilkins, Nicholas B.....	Smoky Ordinary; Va.
Williams, Spencer F.....	Brant, N. Y.
Younce, George.....	Birdtown, N. C.

* Left before close of term.

NIGHT SCHOOL.

SENIOR CLASS.

Isham, Chas. S.	Richmond, Va.
Madison, Eugene W.	Austin, Tex.
McNeil, Walter S.	Bastrop, Tex.
*McNeil, Augustus C.	Bastrop, Tex.
Moore, Levi P.	Austin, Tex.
Robinson, B. H.	Florence, Ga.
Wright, Geo. McD.	Washington, D. C.

MIDDLE CLASS

Cameron, Isabel.	Framingham, Mass.
Ferguson, Lettie T.	Charlottesville, Va.
Jackson, Bessie.	Philadelphia, Penn.
Newman, Hattie G.	Charlottesville, Va.
Reade, Celia B.	Abingdon, Va.
Sampson, Athaliah D.	Wilmington, N. C.
White, Rachel A. J.	Portsmouth, Va.
Yancy, Lillian E.	New Brunswick, N. J.

Beverly, Robert H.	Bull Run, Va.
Blount, Geo. W.	Henderson, N. C.
Brambill, Geo. A.	New York, N. Y.
Bransford, Hugh L.	Springfield, Tenn.
Cheeves, Albert.	Macon, Ga.
Cobbs, Robert H.	Lynchburg, Va.
Cooper, Robert B.	Savannah, Ga.
Corbin, Henry.	Washington, D. C.
Davis, Henry W.	Palmer Springs, Va.
Diamond, John C.	Adriance, Va.
Edwards, Chas. J.	Lune, Ala.
Farmer, Wm. B.	Clay's Mill, Va.
Gray, Franklin H.	Maysville, Ky.
Higgins, Geo. M.	Danville, Ky.
Hill, Willis M.	Norfolk, Va.

* Left before close of term.

Howze, A. H.	Coffeetown, Ala.
Hursey, Frank A.	Baltimore, Md.
Jones, Chas. A.	Spring Mills, Va.
Jones, James Robert	Savannah, Ga.
Jones, Walter S.	Portsmouth, Va.
Kennedy, Francis A.	Gowanda, N. Y.
*Lemon, Reverdee.....	Sassafras, Va.
Lewis, Roscoe E.	Manassas, Va.
Lewis, Wm. E.	Amsterdam, Va.
Madison, Wm. O.	Austin, Tex.
Menkel, Alex. H.	Gaboon, West Africa.
Miller, Hezekiah	Wilmington, N. C.
Moody, Walter E.	Meriden, Conn.
Morton, Harry J.	Langley P. O., Va.
Myers, Hugh H.	Richmond, Va.
Noble, Paul H.	Savannah, Ga.
Owsley, James F.	Hubble, Ky.
Pratt, Wm. C.	Durham, N. C.
*Reid, Dennis	Phoebus, Va.
Rhett, Boyd.	Calhoun, Ala.
Richardson, John L.	Clays Mills, Va.
Scott, Oliver G. H.	Morrisville, Penn.
Skenandore, Anderson J.	Oneida, Wis.
Stiles, Howard	Savannah, Ga.
Taylor, Harry T.	Key West, Fla.
Thomas, James H.	Portsmouth, Va.
Triplet, James	Fredericksburg, Va.
Wade, John J.	Stamford, Ky.
Webster, Isaac N.	Oneida, Wis.
Williams, P. J.	Greenwood, S. C.
Williams, Jacob.	Hampton, Va.
Wingo, Andrew P.	Amelia, C. H. Va.
Wormley, Leonard B.	Washington, D. C.

JUNIOR CLASS.

Adams, Nannie B.	Danville, Va.
Bagnall, Elnora.	Hampton, Va.
Bailey, Ella G.	Danville, Va.
Boone, Esther	Norfolk, Va.
Brown, Mary Lavinia	King William C. H. Va.
Brown, Florence F.	Portsmouth, Va.

* Left before close of term.

Bullock, Henrietta	Woburn, Va.
Calloway, Marinda B	Lynchburg, Va.
Cardwell, Queen Victoria	Concord Depot, Va.
Carey, Nettie C	Danville, Va.
Chaney, Virgie G	Danville, Va.
Christian, Laura B	Hinton, W. Va.
Copeland, Jessie R	Savage Crossing, Va.
Creekmur Rachel A	Gertie, Va.
Crenshaw, Charlotte	Lamberts Point, Va.
Cunningham, Annie	Danville, Va.
Edmondson, Rosalia	Winston, N. C.
*Elliott, Albertia	Portsmouth, Va.
Eubanks, Pattie H	Baltimore, Md
Fisher, Ida R	Branchville, Va.
Fitchett, Valenia	Berkley, Va.
Hickman, Lillie A	Hampton, Va.
Hill, Annie B	Danville, Va.
Hogans, Callie D	Goldsboro, N. C.
Jarvis, Rosetta	Hampton, Va.
Jefferson, Lena	Norfolk, Va.
Jenkins, Mary A	Bristol, Conn.
*Jett, Martha L	Lynchburg, Va.
Jones, Alice B	Hampton, Va.
Lewis, Mattie L	Lynchburg, Va.
Little, Alice	Benefit, Va.
Logwood, Emma	New York, N. Y.
Mackey, Daisy M	Berkley, Va.
Martin, Rebecca	Diuguid, Va.
Myers, Fanny	Richmond, Va.
Nichols, Lubertha	Gilmerton, Va.
Pack, Clara B	Hinton, W. Va.
Paige, Mary	Hampton, Va.
Parsons, Maggie	Berkley, Va.
Patton, Harriet H	Princess Anne, Va.
Pendleton, Nannie B	Rutherford, N. J.
Prouty, Mattie S	Richmond, Va.
Randolph, Ottie	Hampton, Va.
Reese, Rosa A	Hayneville, Ala.
*Richardson, Sallie	Sellman, Md.
Riddick, Adella	Mapleton, Va.
Ross, Minnie C	Manchester, Va.

* Left before close of term.

Sengstacke, Mary M.....	Savannah, Ga.
Van Schoick, Cora M.....	Little Utica, N. Y.
Watkins, Sarah E.....	Danville, Va.
Whiting, Daisy H.....	Richmond, Va.
Williams, Irene M.....	Manassas, Va.
Witcher, Mary R.....	Sago, Va.
Yancy, M. Virginia.....	New Brunswick, N. J.
Yarborough, Mamie D.....	Winston, N. C.
Anderson, E. D.....	Brunswick, Ga.
Archiquette, Solomon.....	Oneida, Wis.
Baker, John.....	Pamplin City, Va.
Beloate, Jesse W.....	Onley Station, Va.
Black, Waverly W.....	Blackstone, Va.
Blanton, Joshua E.....	Rice's, Va.
Bigger, Lee A.....	Norfolk, Va.
Briscoe, Wm, L.....	Winchester, Va.
Brooks, Phillip.....	Marshall, Va.
Brown, Thomas L.....	Atlees, Va.
Brown, Geo. W. W.....	Richmond, Va.
Buckner, Frank F. T.....	Achilles, Va.
Butler, James R.....	Bridgeport, Conn.
Campbell, Ulysses M.....	Lettig, Tex.
Carey, Wilson S.....	Washington, D. C.
Carter, Lucius A.....	Milledgeville, Ga.
Carter, Harry.....	Washington, D. C.
Chandler, Sandy L.....	Clay's Mill, Va.
Chavious, Alonzo.....	Hillsboro. N. C.
Cherry, Homer.....	Lumpkin, Va.
Clark, James N.....	Petersburg, Va.
Clark, Charles DeWitt.....	Maysville, Ky.
Clement, Lewis V.....	Callands P. O. Va.
Cobbs, Leslie M.....	Danville, Va.
Collins, Geo. S.....	Norfolk, Va.
Conley, Shelby H.....	Mount Egan, Ky.
Cook, Chas. W.....	Matthews C. H. Va.
Cooke, Geo. W.....	Zanoni, Va.
Cornelius, Jesse H.....	Green Bay, Wis.
Couch, John J.....	Chaise City, Va.
Cralle, Joseph F.....	McFarland's P. O. Va.
Davis, Robert C.....	Richmond, Va.
Davis, John.....	Baltimore, Md.

Dickson, Lewis B.....	Winchester, Va.
Dorsey, Eugene P.....	Washington, D. C.
Edwards, James T.....	Cincinnati, Ohio.
Engleman, Madison H.....	Hubble, Ky.
Epps, Thos. E.....	Huntersville, Va.
Evans, John S.....	Ware Neck, Va.
Evans, Ferdinand D.....	Ware Neck, Va.
*Ewell, John O.....	Accomack C. H., Va.
Ford, Geo. B.....	Summit P. O. Va.
Frazier, Frederick.....	Bridges, Va.
Freeman, Rufus H.....	Alderson, W. Va.
Gaines, Marshall D.....	Orange, Va.
*Garner, Harvey R.....	Montclair, N. J.
George, Wallace K.....	Irving, N. Y.
Gilliam, Chester A.....	Clinton, Va.
Goode, Giles G.....	Boonesborough, Va.
Grant, Walton.....	Occupacio, Va.
Hamilton, Robert R... ..	South Boston, Va.
Harris, Matthew J.....	Richmond, Va.
Harris, Arthur D.....	Williamsburg, Va.
Hawkins, Richard C.....	Warrenton, N. C.
Henderson, Louis R.....	Hampton, Va.
Higgins, Chas H.....	Danville, Ky.
*Hill, Jesse.....	Akron, N. Y.
Hobday, Robert T.....	Achilles, Va.
Hogwood, Wm.....	Rice's Depot, Va.
Holliday, Tate J.....	Wytheville, Va.
Hopkins, John T.....	Salem, N. J.
House, Charley S.....	Lumpkin, Va.
Jackson, B. F. W.....	Camden, N. C.
Jack, John H.....	Lynchburg, Va.
Jackson, Samuel O.....	Richmond, Va.
Johnson, Thos. Sidney.....	King William C. H. Va.
Johnson, Frank H.....	Phoebus, Va.
Johnson, Southey G.....	Phoebus, Va.
Johnson, Wm. B.....	Eufaulia, Ala.
Johnson, Henry H.....	Woodstown, N. J.
Jones, James W	Ware Neck, Va.
Jones, Oscar R.....	Ridge Church, Va.
Joyce, Chas. H.....	Washington, D. C.
Juhans, Geo. L.....	Brunswick, Ga.
King, Frederick J.....	Achilles, Va.

* Left before close of term.

Lee, Alonzo B.	Savage Crossing, Va.
Lee, Lewis,	Eastham, Va.
Lemon, Samuel D.	Sassafras, Va.
Lockley, Wm. O.	Cappahosic, Va.
Lone Wolf, Wm.	Anadarka, Ind. Ter.
Lucas, Jonah S.	Springvale, Va.
*Lynch, Edward P.	Washington, D. C.
Martin, Wm. H.	Lynchburg, Va.
Martin, Joseph D.	Judas, Va.
Mattocks, Allen B.	Newport, N. C.
Meeks, Alonzo M.	Owenton, Ky.
Miller, Wm. S.	Portsmouth, Va.
Mitchell, Charles	Stamford, Ky.
Moore, Chas. M.	Poolesville, Md.
*Morris, Joseph.	Whitestone, Va.
Morson, Richard.	Clarksville, Va.
Moten, Edwin D.	Winchester, Tex.
Nesbitt, Joseph E.	So. Bethlehem, Penn.
O'Kelley, John W.	Raleigh, N. C.
Oliver, Wm. R.	Danville, Va.
Overby, Robert B.	McFarland's, Va.
Owl, Jonah.	Cherokee, N. C.
Parker, Moses G.	King George C. H., Va.
Pitt, Claudius.	Bowers Hill, Va.
Pollard, Leslie T.	Waterview, Va.
Pree, Frank E.	Williamsburg, Va.
*Privott, Woodward.	Berkley, Va.
Puryear, Wm. J.	Clarksville, Va.
Reeves, Edward.	Roanoke, Va.
Reid, Albert O.	Gatesville, N. C.
Richardson, Marcellus C.	Roanoke, Va.
Robinson, James S. A.	Huntersville, Va.
Roy, Robert H.	Richmond, Va.
Saunders, John H.	Seldon, P. O. Va.
Saunders, James E.	Henderson, N. C.
*Savage, Joseph R.	Machipongo, Va.
Savage, Chas. D.	Metompkin, Va.
Scott, Thomas E.	Creeve, Va.
Sickels, Samuel.	Oneida, Wis.
Smith, Chas. E.	North P. O. Va.

* Left before close of term.

*Smith, Thomas H.....	Washington, D. C.
Smith, Daniel C.....	Williamsburg, Va.
Smith, Alexander.....	Ark P. O., Va.
Smith, John Elliott.....	Northwest P. O., Va.
Smothers, Nathan.....	Cambria, Va.
Sneed, Pieco.....	Cherokee, N. C.
Spence, Jas. H.....	Norfolk, Va.
Stewart, Royal.....	Concord Depot, Va.
Strother, Rutherford.....	Cambria, Va.
Stuard, Albert D.....	Altoona, Pa.
Sumner, James E.....	Savage Crossing, Va.
Taylor, Robert T.....	Quaker Springs, N. Y.
Taylor, Wm. R.....	Dougherty, Va.
Taylor, Wm. G.....	Hayes Store, Va.
Taylor, John Henry	Williamsboro, N. C.
Terry, David H.....	Danville, Va.
Thomas, David A.....	San Marino, Va.
Thomas, Homer.....	Brough's Mill, Va.
Thoroughgood, Wm. P.....	Norfolk, Va.
Thornton, John H.....	Washington, D. C.
Townsend, G. R.....	Donoho, S. C.
Truehart, D. S.....	Afton, Va.
Tucker, John H.....	Baltimore, Md.
Walker, Henry.....	Oxford, N. C.
Wallace, John J.....	Lawrenceville; Va.
Ware, James.....	Seneca, S. C.
Warren, James W.....	Fire Creek, W. Va.
Webster, Wm. A.....	Philadelphia, Pa.
Wheaton, Benj. J.....	Concord Depot, Va.
White, Wm. T.....	Hobbsville, N. C.
Whiting, Chas. H.....	Zanoni, Va.
Wisser, John P.....	Newport News, Va.
Witcher, Joseph H.....	Chatham, Va.
Wizi, John.....	Crow Creek, So. Dak.
Wood, Chas. J.....	Yancey's Mills, Va.
Wormley, L. S.....	Fredericksburg, Va.
Worrell, Chas. D.....	Portsmouth, Va.
Wright, Albert T.....	Bastrop, Tex.
Wright, Andrew C.....	Bastrop, Tex.
Wynn, R. L.....	Wellville, Va.
Younce, Seymour.....	Birdtown, N. C.

Left before close of term.

INDIAN STUDENTS.

NORMAL CLASS,

Name.	Tribe.	Reservation.
Splitlog, Inez.....	Seneca.....	Quapaw, Ind. Ter.
Wheelock, Rhoda.....	Oneida.	Oneida, Wis.
Walker, John.....	Navajo.....	Navajo, Ariz.

ACADEMIC COURSE.

SENIOR CLASS

Name,	Tribe.	Reservation.
Cornelius, Elizabeth	Oneida.....	Oneida, Wis.
Swayney, Arizona....	Cherokee... ..	Cherokee, N. C.
Elm, Andrew,	Oneida.....	Oneida, Wis.
Fielder, Henry W	Sioux.....	Cheyenne River, S D.
Lee, David Alonzo ..	Cherokee ..	Cherokee, N. C.
Smith, Eugene F.....	Oneida	Oneida, Wis.

MIDDLE CLASS,

Name.	Tribe.	Reservation.
Carlow, Elizabeth.. ..	Sioux.....	Pine Ridge, S. D.
Fire Thunder, Ella.....	Sioux	Lower Brulè, S. D.
Ground, Lilian	Seneca.....	Tonawanda, N. Y.
Hill, Martha.....	Oneida	Oneida, Wis.
Miller, Rosa	Stockbridge	Stockbridge, Wis.
Peters, Nellie H ...	Stockbridge....	Stockbridge, Wis.
Powless, Cora M....	Oneida.....	Oneida, Wis.
Seneca, Elnora	Seneca	Cataraugus, N. Y.
Thomas, Mary Ann... ..	Oneida....	Oneida, Wis.
Lolorias, John K.....	Papago	Papago, Ariz.
Morgan, Jake C	Navajo.....	Navajo, Ariz.
Patterson, Asa E. ..	Tuscarora....	Tucarora, N. Y.
Roberts, Jacob.....	Pima.....	Pima, Ariz.
Ross, Joseph C.....	Sioux....	Pine Ridge, S. D.
Tatiyopa, Henry	Sioux.....	Crow Creek, S. D.

JUNIOR CLASS.

Name.	Tribe	Reservation.
Adams, Lavinia.	Oneida.....	Oneida, Wis.
Burrows, Emma.....	Yuma.....	Yuma, Ariz.
Conger, Sibyl.....	Sioux.....	Yankton, S. D.
Hill, Eliza S	Oneida	Oneida, Wis.

Lee, Julia V	Cherokee....	Cherokee, N. C.
Lodge, Josephine,.....	Sioux....	Crow Creek, S. D.
Murray, Lorena E.....	Sioux.....	Rosebud, S. D.
Peters, Bessie	Stockbridge.....	Stockbridge, Wis.
Poodry, Fannie C.....	Seneca ..	Tonawanda, N. Y.
Quinney, Adele ..	Stockbridge ..	Stockbridge, Wis.
Saunooke, Nancy....	Cherokee ...	Cherokee, N. C.
Waterman, Jessie.....	Onondaga...	Onondaga, N. Y.
Bailey, Lyman P.....	Seneca	Tonawanda, N. Y.
Bateman, Guy	Arickaree.....	Fort Berthold, N. D.
Brown, Clay J.....	Wichita	Wichita, Okla.
Cornelius, Sampson....	Oneida.....	Oneida, Wis.
Glick, John O.....	Ponca....	Santee, Neb.
Howe, Guy M.	Stockbridge	Stockbridge, Wis.
Jones, Adolphus B....	Tuscarora	Tuscarora, N. Y.
Jones, Mason W.....	Arickaree	Fort Berthold, N. D.
La Rock, Alex.....	Chippewa	Lac Court Oreilles, Wis.
McIntosh, J. Emory	Sioux	Sisseton, S. D.
Printup, Horatio R.....	Seneca.....	Tonawanda, N. Y.
Sawyer, Allen.	Cherokee.....	Cherokee, N. C.
Ukipata, Edward.....	Ponca ...	Santee, Neb.
Webster, Isaiah.....	Oneida ..	Oneida, Wis.
Williams, James P....	Ponca....	Ponca, Okla.
Wolfe, Abel.....	Cherokee ..	Cherokee, N. C.

"A" PREPARATORY CLASS.

Name.	Tribe.	Reservation.
Bear, Estella G	Arickaree.....	Fort Berthold, N. D.
Doxtator, Elizabeth.....	Oneida	Oneida, Wis.
Doxtator, Eva	Oneida....	Oneida, Wis.
Gillette, Agnes J.	Arickaree ..	Fort Berthold, N. D.
Metoxen, Minnie.....	Oneida ..	Oneida, Wis.
Poodry, Gertie	Seneca.....	Tonawanda, N. Y.
Skenandore, Lilian N ..	Oneida....	Oneida, Wis.
Stiles, Lottie R.....	Arickaree	Fort Berthold, N. D.
Surrounded, Jean D.....	Sioux ..	Fort Berthold, N. D.
Webster, Ida... ..	Oneida....	Crow Creek, S. D.
Andrews, Alfred S....	Arickaree ..	Oneida, Wis.
Archiquette, Robert S...	Oneida.....	Fort Berthold, N. D.
Badger, Edward W....	Arickaree...	Oneida, Wis.
Badger, Fred.....	Sioux.....	Fort Berthold, N. D.
Beauchamp, Peter H....	Arickaree	Crow Creek, S. D.
Conger, Henry	Sioux....	Yankton, S. D.

Danforth, Thomas	Oneida	Oneida, Wis
Doctor, Milo M	Seneca	Tonawanda, N. Y.
Doxtator, Chauncey	Oneida	Oneida, Wis.
Doxtator, Edward E.	Oneida	Oneida, Wis.
Doxtator, Peter J.	Oneida	Oneida, Wis.
Elm, Horton G.	Oneida	Tonawanda, N. Y.
Elm, Nathan E	Oneida	Oneida, Wis.
Frazier, Alfred E.	Sioux	Santee, Neb.
Glick, Taylor W	Ponca	Santee, Neb.
Hill, Wilson J.	Oneida	Oneida, Wis.
Lambert, Hugh N.	Cherokee	Cherokee, N. C.
Long, Will West	Cherokee	Cherokee, N. C.
Medicine Crow, Fred	Sioux	Crow Creek, S. D.
Metoxen, Redmond.	Oneida	Oneida, Wis.
Shanks, Daniel W.	Seneca	Tonawanda, N. Y.
Skenandore, Eli J.	Oneida	Oneida, Wis.
Skenandoah Shepard J.	Oneida	Oneida, Wis.
Skenandore, William	Oneida	Oneida, Wis.
Snyder, Jerry	Seneca	Tonawanda, N. Y.
Washburn, Harry B.	Seneca	Cattaraugus, N. Y.
Washburn, Herbert E.	Seneca	Cattaraugus, N. Y.
White, Baco	Ute	Uintah, Utah,
Wilkerson, Joseph O	Arickae	Fort Berthold, N. D.
Williams, Spencer F.	Seneca	Cattaraugus, N. Y.
Younce, George	Cherokee	Cherokee, N. C.

"B" PREPARATORY CLASS.

Name.	Tribe.	Reservation.
Archiquette, Irene D	Oneida	Oneida, Wls.
House, Eliza	Oneida	Oneida, Wis.
Patterson, Mabel M.	Tuscarora	Tuscarora, N. Y.
Pembleton, Louisa	Tuscarora	Tuscarora, N. Y.
Perkins, Fannie E	Arickaree	Fort Berthold, N. D.
Poodry, Dora	Seneca	Tonawanda, N. Y.
Rogers, Stella E.	Arickaree	Ft. Berthold, N. D.
Silas, Effie E	Oneida	Oneida, Wis
Silverheels, Florence	Seneca	Cattaraugus, N. Y.
Summers, Emeline A	Oneida	Oneida, Wis.
Black Deer, Bruce	Winnebago	Winnebago, Neb.
Elm, Elias E.	Oneida	Tonawanda, N. Y.
Elm, Jason	Oneida	Oneida, Wis.
Fire Tail, Louis	Sioux	Crow Creek, S. D.

Owl, Jonah (Shellbanks)	Cherokee,	Cherokee, N. C.
Pelkey, Albert P....	Winnebago	Winnebago, Neb.
Plummer, Clarence W....	Seneca	Alleghany, N. Y.
Reed, Joel.....	Oneida.....	Oneida, Wis.
Simpson, Albert H....	Arickaree.....	Ft. Berthold, N. D.
Skenandore, Elias.....	Oneida	Oneida, Wis.
Skenandore, Willard...	Oneida.....	Oneida, Wis.
Webster, Albert.....	Oneida...	Oneida, Wis.

TRAINING SCHOOL.

Name.	Tribe.	Reservation.
Bailey, Nancy.....	Seneca.....	Tonawanda, N. Y.
Lee, Nora	Cherokee	Cherokee, N. C.
Sitting Bear, Hilda....	Arickaree...	Ft. Berthold, N. D.

SEAMSTRESS COURSE.

Name.	Tribe.	Reservation.
Cornelius. Jerusha	Oneida.....	Oneida, Wis.
Howard, Anna.....	Sioux	Crow Creek, S. D.
Saunooke, Nancy.....	Cherokee.....	Cherokee, N. C.

NIGHT SCHOOL (TRADE STUDENTS)

MIDDLE CLASS.

Name.	Trade.	Reservation.
Kennedy, Francis A	Seneca.....	Cattaraugus, N. Y.
Skenandore, Anderson J.	Oneida.....	Oneida, Wis.
Webster. Isaac N.....	Oneida....	Oneida, Wis.

JUNIOR CLASS.

Name.	Tribe.	Reservation
Archiquette, Solomon...	Oneida	Oneida, Wis.
Cornelius, Jesse H.....	Oneida	Oneida, Wis.
George, Wallace K., . .	Seneca	Cattaraugus, N. Y.
Hill, Jesse, (Agriculture)	Seneca....	Tonawanda, N. Y.
King, Fred.....	Oneida.....	Oneida, Wis.
Sickles, Samuel ...	Oneida	Oneida, Wis.
Sneed, Pieco (Agriculture)	Cherokee....	Cherokee, N. C.
Wizi, John.....	Sioux.....	Crow Creek, S. D.
Younce, Seymour... ..	Cherokee.....	Cherokee, N. C.

AT THE NORTH.

Name.	Tribe.	Reservation.
Kariho, Naomi.....	Seneca.....	Quapaw, I. T.
Metoxen, Lottie ...	Stockbridge	Stockbridge, Wis.
Taylor, Lizzie	Cherokee.....	Cherokee, N. C.
Webster, Rosa.....	Oneida ...	Oneida, Wis.
Crowe, Wesley	Cherokee.....	Cherokee, N. C.
Pilcher, Wm. H.....	Omaha	Omaha, Neb.
Skenandore, Anderson..	Oneida	Oneida, Wis.
Welsh, Mark.....	Cherokee.....	Cherokee, N. C.

STUDENTS IN AGRICULTURE.

SECOND YEAR—	Powell, Charles A.....	Tuskegee, Ala.
	Rhetta, Boyd.....	Calhoun, Ala.
FIRST YEAR.—	Jones, C. H.....	Washington, D. C.
	Wingo, Andrew.....	Amelia C. H. Va.
	Sneed, Pieco.....	Cherokee, N. C.
	Anderson, Henrietta....	Berkley, Va.

TRADE SCHOOL.

THIRD YEAR.

Clark, James N..	Petersburg, Va ...	Blacksmith.
Cooper, Robert B....	Savannah, Ga....	Blacksmith.
Epps, Thomas E.....	Huntersville, Va....	Tailor.
Hill, Willis M.....	Norfolk, Va....	Painter.
Johnson, Frank H	Phoebus, Va....	Carpenter.
Jones, James R.....	Savannah, Ga....	Tailor,
Kennedy, Francis A .	Gowanda, N. Y....	Machinist.
Madison, Eugene W....	Austin, Tex....	Blacksmith.
Madison, W. O	Austin, Tex....	Wheelwright.
McNeil, Walter S.....	Bastrop, Tex ...	Machinist.
Miller, Wm. S ...	Portsmouth, Va....	Painter.
Myers, Hugh H	Phoebus, Va....	Tailor.
Robinson, James S. A.....	Huntersville, Va....	Machinist.
*Smith, Thomas H.....	Washington, D. C....	Machinist.
Spencer, James H.....	Norfolk, Va....	Painter.

* Left before close of term.

*Scott, O. G. H. Morrisville, Pa. Tailor.
 †Tate, Ezèkiel G. Savannah, Ga. Tailor.

SECOND YEAR.

Beverly, Robert H. Bull Run, Va. Machinist.
 Blount, Geo. W. Henderson, N. C. Rainter.
 Branvill, Geo. A. New York, N. Y. Tailor.
 Branford, Hugh L. Springfield, Tenn. Machinist.
 Butler, James R. Bridgeport, Conn. Carpenter.
 Carter, Lucius. Milledgeville, Ga. Bricklayer & Plast'r.
 Chandler, Sandy L. Clay's Mill, Va. Wheelwright.
 Collins, Geo. S. Norfolk, Va. Carpenter.
 Corbin, Henry Washington, D. C. Machinist.
 Cornelius, Jesse H. Oneida, Wis. Carpenter.
 Couch, John J. Chase City, Va. Carpenter.
 Cralle, Joseph F. McFarland's P. O. Va, Bricklayer & Plast'r.
 Gaines, Marshall D. Orange, Va. Bricklayer & Plast'r.
 Hamilton. Robert R. So. Boston, Va. Carpenter.
 Henderson, Lewis R. Hampton, Va, Bricklayer & Plast'r.
 Howard, Wm. B. Dogue P. O. Va. Machinist.
 Jackson, B. F. W. Camden, S. C. Blacksmith.
 Johnson, Thos. Sidney, ... King Wm, C. H. Va. Wheelwright.
 Jones, Oscar R. Ridge Church, Va. Wheelwright
 King, Frederick J. Achilles, Va. Carpenter.
 *King, Fred. Oneida, Wis. Steam engineer
 Martin, Joseph D. Judas, Va. Wheelwright.
 Miller, Hezekiah. Wilmington, N. C. Wheelwright.
 Morson, Richard. Clarksville, Va. Carpenter.
 Parker, Moses G. King George C. H. Va. Blacksmith.
 Pelkey, Albert P. Winnebago, Neb. Painter & Bricklayer.
 Pratt, Wm. C. Durham, N. C. Wheelwright.
 Saunders, James E. Henderson, N. C. Blacksmith.
 Sannders, John E. Seldon P. O. Va. Carpenter.
 Savage, Chas. D. Metompkin, Va. Blacksmith.
 *Smith, Daniel C. Williamsburg Va. Carpenter,
 Stiles, Howard. Savannah, Ga. Wheelwright.
 *Stuard, Albert D. Altoona, Pa. Carpenter.
 Terry, David H. Danville, Va, Bricklayer & Plast'r.
 Thorogood, Wm. P. Norfolk, Va. Carpenter.

* Left before close of term.

† Finished trade and transferred to day school during the year.

Truhart, David S.....	Afton, Va....	Blacksmith.,
Webster, Wm. Alonzo.....	Philadelphia, Pa....	Carpenter.
Whiting, Chas. H.....	Zanoni, Va....	Wheelwright.
Williams, Patrick J.....	Greenwood, S. C....	Wheelwright.
Younce, Seymour.....	Birdtown, N. C....	Carpentry.

FIRST YEAR.

Anderson, Eddie D.....	Brunswick, Ga.,	Bricklayer & Plast'r.
Archiquette, Solomon.....	Oneida, Wis ..	Tailor.
Carey, Wilson S.....	Washington, D. C....	Machinist.
Chavious, Alonzo.....	Hillsboro, N. C ..	Carpenter.
Cheeves, Albert ..	Macon, Ga....	Cabinet maker.
Conley, Shelby H.....	Mount Egan, Ky....	Carpenter.
Conway, George K	Washington, D. C....	Blacksmith.
Cooke, George W.....	Zanoni, Va ..	Wheelwright.
*Dorsey, Eugene.....	Washington, D. C....	Machinist.
Edwards, Charles J.....	Lune, Ala....	Carpenter,
Edwards, James T	Cincinnati, O....	Tailor.
Evans, Ferdinand D.....	Ware Neck, Va.,	Bricklayer & Plast'r.
Evans, John Scott.....	Ware Neck, Va....	Wheelwright.
Freeman, Rufus	Anderson, W. Va....	Carpenter.
*Garner, Harvey R.....	Montclair, N. J....	Tailor.
George, Wallace K.....	Irving, N. Y....	Machinist.
Orant, Walton	Occupacio, P. O., Va....	Carpenter.
*Harris, Arthur D	Williamsburg, Va ..	Carpenter.
Harris, Matthew J.....	Richmond, Va....	Wheelwright.
Hawkins, Richard	Warrenton, N. C ..	Tailor.
Higgins, Charles H.....	Danville, Ky....	Blacksmith.
Higgins, Geo. M.....	Danville, Ky....	Blacksmith.
Hobday, Robert.....	Achilles, Va....	Wheelwright.
Holliday, Tate J	Wytheville, Va....	Machinist.
Howze, Alphonzo H.....	Coperville, Ala....	Carpenter.
Johnson, Henry H	Woodstown, N. J....	Blacksmith.
Johnson, W. B.....	Eufaula, Ala....	Tailor.
Jones, James W	Ware Neck, Va ..	Wheelwright.
Juhans, George L.....	Brunswick, Ga.,	Bricklayer & Plast'r.
Lee, D. Alonzo.....	Cherokee, N. C....	Wheelwright.
Lewis, R. C....	Manassas, Va....	Carpenter.
Lucas, Jonah J.....	Springvale, Va....	Carpenter.
*Lynch, Edwin.....	Washington, D. C....	Carpenter.

* Left before close of term.

Martin, Wm. H.....	Lynchburg, Va....	Carpenter.
Meeks, Alonzo... ..	Owenton. Ky ...	Carpenter.
Nesbit, James E.....	Bethlehem, Pa....	Machinist.
O'Kelly, John W,.....	Raleigh, N. C....	Tailor.
Oliver, Wm. R	Danville, Va ..	Carpenter.
*Privott, Woodward.....	Berkley, Va....	Blacksmith.
*Reed, Demas.....	Phoebus, Va....	Machinist.
Roy, Robert H	Richmond, Va....	Tailor.
Scott, Thomas E.....	Crew, Va....	Blacksmith.
Sickles, Samuel.....	Oneida, Wis ..	Bricklaying.
Smith, Charles E.....	North P. O Va....	Wheelwright.
Taylor, Harry T.....	Key West, Fla....	Tailor.
Taylor, W. G	Gloucester, Va....	Tailor.
Ware, James... ..	Seneca, S. C.,	Bricklayer & Plast'r.
Warren, J. W.... .	Fire Creek, W. Va....	Blacksmith.
White, Wm. T.....	Hobbsville, N. C....	Carpenter.
Wisser, John P.....	Newport News, Va.,	Bricklayer & Plast'r
Wizi, John.....	Crow Creek, S. D....	Carpenter.
Witcher, Joseph H	Chatham, Va....	Painter.
Wright, Albert T.....	Bastrop, Tex.,	Bricklayer & Plast'r.
Wright, Andrew C.....	Bastrop. Tex....	Blacksmith,
Wright, Geo. McD.....	Washington, D. C...	Cabinet maker.

INDIANS TAKING SPECIAL COURSES.

Andrews, Alfred S,.....	Ft. Berthold, N. D ...	Wheelwright.
Archiquette, Robt. S.....	Oneida, Wis....	Painter.
Badger, Edward W.... ..	Ft. Berthold, N. D ..	Machinist.
Badger, Fred.....	Crow Creek, S. D.....	Painter.
Bailey, Lyman P.....	Akron, N. Y....	Wheelwright.
Beauchamp, Peter H.....	Ft. Berthold, N. D....	Wheelwright.
Black Deer, Bruce.....	Winnebago, Neb....	Wood-working:
Conger, Henry.....	Yankton, S. D ..	Painter.
Cornelius, Sampson.....	Sagola, Wis....	Bricklayer.
Danforth, Thos	Oneida, Wis....	Carpenter.
Doctor, Milo M.....	Akron, N. Y....	Wheelwright.
Doxtator, Chauncey.....	Oneida, Wis....	Carpenter,
Doxtator, Edward E.....	Oneida, Wis....	Painter.
Doxtator, Peter J.....	Oneida, Wis....	Wheelwright.
Elm, Andrew N.....	Oneida, Wis ...	Painter.
Elm, Elias E.....	Akron, N. Y....	Machinist.

* Left before close of term.

Elm, Horton G.....	Akron, N. Y....	Machinist.
Elm, Jason.....	Oneida, Wis....	Carpenter.
Elm, Nathan E.....	Oneida, Wis....	Carpenter.
Fire Tail, Louis.....	Crow Creek, S. D....	Carpenter.
Frazier, Alfred.....	Santee, Neb....	Blacksmith.
Glick, John O.....	Verdel, Neb....	Carpenter.
Glick, Taylor.....	Verdel, Neb....	Painter.
Hill, Wilson J ..	Oneida, Wis....	Wheelwright.
Howe, Guy M ...	Gresham, Wis....	Housebuilding.
Jones, Adolphus B.....	Niagara Falls, N. Y ...	Housebuilding.
Jones, Mason W.....	Ft. Berthold, N. D....	Housebuilding.
*King, Fred.....	Oneida, Wis....	Steam engineer.
Lambert, Hugh M	Cherokee, N. C....	Blacksmith.
La Rocke, Alexander..	Namekagon, Wis....	Wheelwright.
Lolorias, John M	Papago, Ariz.....	Machinist.
Long, Wm. W.....	Cherokee, N. C....	Blacksmith,
McIntosh, J. Emory	Granite Falls, Minn ...	Carpenter.
Medicine Crow, Fred.....	Crow Creek, S. D....	Carpenter,
Metoxen, Redmond.....	Oneida, Wis....	Painter.
Morgan, Jake C.....	Ft. Defiance, Ariz....	Carpenter.
Patterson, Asa E	Sanborn, N. Y....	Machinist.
Plummer, Clarence..	Salamanca, N. Y ..	Housebuilding.
Printup, Horatio R	Bason, N. Y....	Wheelwright.
Roberts, Jacob.....	Sacaton, Ariz....	Machinist.
*Sawyer, Allen.....	Cherokee, N. C....	Blacksmith.
Shanks, Daniel W.....	Akron, N. Y ...	Machinist.
Simpson, Albert H.....	Ft. Berthold N D ...	Blacksmith.
Skenandore, Anderson J..	Oneida, Wis ...	Upholstering.
Skenandore, Eli J ..	Oneida, Wis....	Painter.
Skenandore, Elias	Oneida, Wis....	Painter.
Skenandore, Shepard J.....	Oneida, Wis....	Painter.
Snyder, Jerry.....	Bason, N. Y....	Carpenter.
Ukipata, Edward	Santee, Neb....	Housebuilding.
Washburn, Harry B....	Irving, N. Y ...	Blacksmith.
Washburn, Herbert E.....	Irving, N. Y....	Blacksmith.
Webster, Albert.....	Oneida, Wis. ...	Painter.
Wilkinson, Joseph O.....	Ft. Berthold, N. Y ..	Blacksmith.
Williams, James P	Ponca, I T....	Tailor
Williams, Spencer T. ...	Brant, N. Y....	Machinist.
Wolfe, Abel.....	Cherokee, N. C....	Housebuilding
Younce, George ...	Birdtown, N. C....	Blacksmith.

* Left before close of term.

SUMMARY OF INDIAN STUDENTS.

<i>Class.</i>		<i>Girls.</i>	<i>Boys</i>
Normal	-	2	1
Senior	-	2	4
Middle	-	9	6
Junior	-	12	16
Preparatory	-	25	43
Night School	-	5	12
At the North	-	4	4
		<hr/> 54	<hr/> 86 Total 140.

INDUSTRIAL DEPARTMENTS—INDIAN.

Young Women

Housework and Industrial Room - - - - 50

Young Men.

Blacksmiths.....	11	Painters... ..	11
Bricklayers.....	4	Printer.....	1
Business.....	1	Shoemakers.....	4
Carpenters and Builders.	22	Tailors.....	2
Farmers and Gardeners.	16	Wheelwrights.....	8
Engineers.....	2	Woodturners.....	2
Harness Maker.....	1	Upholsterer.....	1
Machinists.....	10		

Of these, 62 are in the Trade School, and in many cases are counted again in the list as workers elsewhere.

SUMMARY 1898-'99.

<i>Class.</i>	<i>Colored Girls</i>	<i>Indian Girls</i>	<i>Colored Boys</i>	<i>Indian Boys.</i>	<i>Totals.</i>
Normal.....	2	2			4
Business.....			2	1	3
Senior.....	19	2	26	4	51
Middle.....	40	9	41	6	96
Junior.....	42	12	23	16	93
Preparatory.....	16	25	6	43	90
Night School.					
Senior.....	0	0	7	0	7
Middle.....	8	0	44	3	55
Junior.....	56	0	146	9	211
	<hr/> 183	<hr/> 50	<hr/> 295	<hr/> 82	<hr/> 610
Whittier School....	210	0	176	0	386
	<hr/> 393	<hr/> 50	<hr/> 471	<hr/> 82	<hr/> 996

Bessie Flowers } Special students, are not included in the
C. A. Powell } above.

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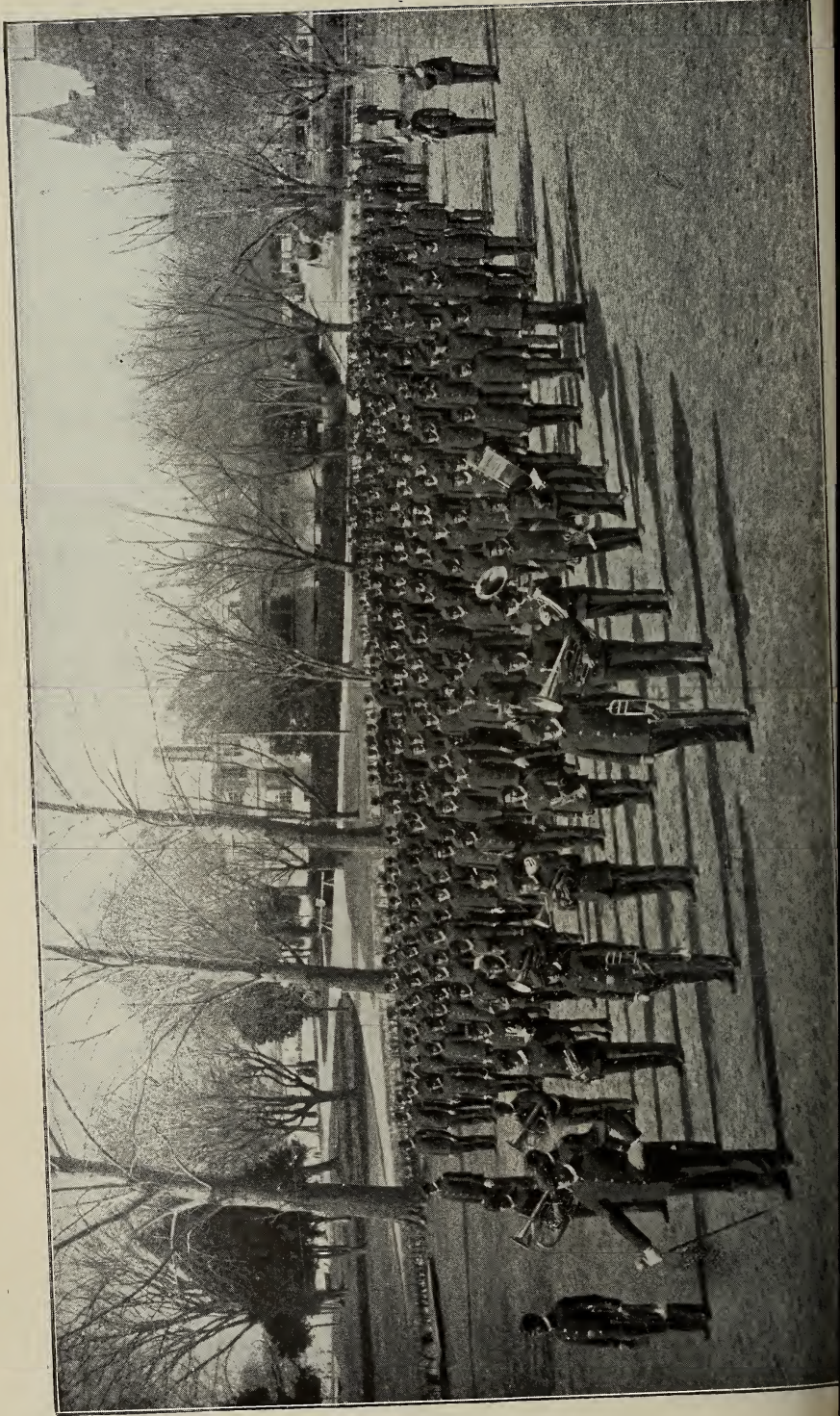
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CATALOGUE
OF THE
HAMPTON NORMAL AND AGRICULTURAL
INSTITUTE
HAMPTON, VIRGINIA
FOR THE ACADEMIC YEAR
1899-1900

Hampton Institute Press,
1900

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REV. JOHN W. COOPER, D. D., New Britain, Ct.
-

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Appointed by the Governor, for the Hampton Institute, for a term of four years, Jan. 1, 1897.

- JUDGE ISAAC H. CHRISTIAN, Charles City, Va.
THOMAS M. SCOTT, Onancock, Va.
R. A. TUCKER, Norfolk, Va.
WILLIAM M. REID, Portsmouth, Va.
FRANCIS F. CAUSEY, Hampton, Va.
GEO. A. MELVIN, Portsmouth, Va.



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JOSEPHINE E. RICHARDS, IN CHARGE OF INDIAN DEP'T.
FRANK K ROGERS, DIRECTOR OF TRADE SCHOOL.
ROBERT R. MOTON, COMMANDANT OF CADETS.

INSTRUCTORS

ACADEMIC DEPARTMENT

ELIZABETH HYDE *in charge*

C. AUGUSTA ADAMS.....	Literature, English
HARRIS BARRETT.....	Bookkeeping
MARY B. BRIGGS.....	English Composition
HUGH M. BROWNE.....	Physics
WM. L. BROWN.....	Bookkeeping
CORA F. BUTLER.....	History, Literature
HELEN C. CLARKE.....	Cooking
ROSSA B. COOLEY.....	Science, English
JESSIE COOPE.....	Gymnastics
A. LOUISE CLEAVELAND.....	Bible, Reading, English
BESSIE CLEAVELAND.....	Singing
CHAS. BARTLETT DYKE.....	Economics
DORA FREEMAN.....	Bible, Reading, Literature
CHAS. L. GOODRICH.....	Agriculture
LOUISE M. GOODRICH.....	Arithmetic, English
MABEL C. HIMROD.....	Sewing
JOHN HENRY JINKS.....	Manual Training
EMMA JOHNSTON.....	Arithmetic
ADDIE JAYNE.....	Science, English

FLORA F. LOWE.....	History, Arithmetic
IDA A. MINER.....	Geography, Arithmetic, English
LEIGH RICHMOND MINER	Drawing
WILLIAMETTA O. NASH.....	Geography
MARY O. NETTLETON	Science and English
LUCY A. PRATT	Gymnastics
SARA E. PROCTOR.....	Arithmetic, Geography
FRANK K. ROGERS.....	Director of Manual Training
W. S. SWEETSER.....	Agriculture
MYRTILLA J. SHERMAN.....	Grammar, Composition
SUSAN H. SHOWERS.....	Geography, History
EMMA F. SMALL.....	Sloyd
CLARA M. SNOW.....	Arithmetic, English
E. H. SPENNIE.....	Wood Turning
AMY TREADWELL.....	Science, English
MARGARET W. TWITCHELL.....	Geography, Arithmetic, English
JESSIE A. WIER.....	Sewing, Dressmaking
JULIA F. WINTER.....	Bible, History, English
JANE S. WORCESTER.....	History, Geography

NORMAL DEPARTMENT

CHARLES BARTLETT DYKE *in charge*

FLORA F. LOWE.....	Arithmetic
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D. R. LEWIS.....	Geometry
JANE S. WORCESTER.....	Literature, History
JOHN HENRY JINKS ..	Manual Training
JESSIE COOPE.....	Gymnastics

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LOU S. JAMES	Grade II
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ADELAIDE W. VERNON.....	Grade I
BLANCHE FINLEY.....	Kindergarten
ALICE I. BOARDMAN.....	Manual Training
MABEL C. HIMROD.....	Sewing
HELEN C. CLARKE.....	Cooking
CHARLES L. GOODRICH.....	Gardening
BESSIE CLEVELAND.....	Music
LUCY A. PRATT.....	Gymnastics

ACRICULTURE DEPARTMENT

C. L. GOODRICH *in charge*

C. L. GOODRICH....Instructor in Plant and Insect Life, and Soils
W. S. SWEETSER....Instructor in Chemistry and Animal Industry

BUSINESS DEPARTMENT

HARRIS BARRETT.....Asst. Bookkeeper, Instructor

ELECTRICAL DEPARTMENT

HUGH M. BROWNE.....Instructor

MATRON'S COURSE

ELIZEBETH CLARK *in charge*

ARMSTRONG AND SLATER MEMORIAL TRADE SCHOOL

FRANK K. ROGERS, *Director*

D. R. LEWIS.....	Instructor in Mechanical Drawing
J. G. HARTELIUS.....	" " Carpentry
J. F. LACROSSE.....	" " Painting
S. J. SCOTT.....	" " Wheelwrighting
W. A. WEBSTER.....	" " Bricklaying & Plast'g
C. DUNCAN.....	" " Blacksmithing
W. H. PARKER.....	" " Machinist Work
WM. H. GADDIS.....	" " Harnessmaking
J. W. CROSS.....	" " Shoemaking
W. P. HARTHAN.....	" " Steam Engineering
J. T. BEALE.....	" " Tailoring

BOYS' PRODUCTIVE INDUSTRIES

ALBERT HOWE, Superintendent

Huntington Industrial Works

W. H. SCOVILLE.....	Business Manager
E. M. HAINES.....	Sawmill
E. KELLY.....	Planing Mill
C. E. ASHE.....	Carpenter Shop

Carpenter and Repair Shop

JOHN SUGDEN.....Manager and Builder

Paint Shop

J. F. LACROSSE.....Manager

Printing Office

C. W. BETTS.....Manager

Tin Shop

W. F. BAKAR.....Manager

Home Farm

G. J. Davis.....Assistant Farmer

Hemenway Farm

HENRY B. JORDAN.....Manager
.....Matron and Teacher

HENRY B. JORDAN.....
F. A. BALDWIN.....Matron and Teacher
Housekeeper

F. A. BALDWIN.....
F. M. WILSON.....Housekeeper

DEPARTMENT OF DOMESTIC WORK

Colored Girls..... ELIZABETH CLARK, *in charge*
 F. B. BARNES, *in charge*

Indian Girls.....JOSEPHINE E. RICHARDS, *in charge*

Sewing

Colored Girls.....C. BRAINERD, Instructor
M. A. BRAINERD, Instructor

Indian Girls.....MARY A. BRADLEY, Instructor

Laundry Work

Colored Girls.....	SARAH H. HOWLAND MRS. J. A. STEVENS	} Instructors

Indian Girls.....F. L. LEVERIDGE, Instructor

Housekeeping

GEORGE D. YOUNG Steward

Matrons

MARY T. GALPIN.....HELEN TOWNSEND

MARY I. GALT.....
 MRS. MARY B. YOUNG.....MRS. HELEN A. BRISTOL

MRS. MARY B. YOUNG.....JULIA H. TALBOT
JULIA H. PRATT.....SAMUEL A. DAVIS

SARAH A. CLEMENTS.....SALLIE A. DAVIS

CLARA M. SNOW.....Wigwam House-Mother

Abby May Home

MRS. NANCY M. JINKS.....Instructor

MEDICAL DEPARTMENT

M. M. WALDRON, M. D.....	Resident Physician
CLARA BLAKESLEE.....	Nurse
MYRA SHOWERS.....	Nurse
ELLA THOMAS.....	Nurse

MILITARY DEPARTMENT

MAJOR R. R. MOTON.....	Commandant of Cadets
CAPTAIN ALLAN WASHINGTON.....	Assistant Disciplinarian
WM. TESSMANN.....	Band Master

LIBRARY

LEONORA E. HERRON	Librarian
MARY WILLIAMS.....	Assistant Librarian

SOUTHERN WORKMAN

H. B. FRISSELL.....	} Editorial Staff
HELEN W. LUDLOW.....	
J. E. DAVIS.....	
WM. L. BROWN.....	
WM. H. SCOVILLE.....	Business Manager

MISSIONARY DEPARTMENT

REV. H. B. TURNER.....	Pastor
DORA FREEMAN	In charge of Neighborhood Missionary Work
FRED D. WHEELOCK.....	Secretary in charge Y. M. C. A.
FRED M. FITCH.....	Field Missionary
THOMAS C. WALKER.....	Field Missionary

GRADUATES' DEPARTMENT

L. E. HERRON }	Colored Graduates' Correspondents.
L. M. GOODRICH }	
CORA M. FOLSOM.....	Indian Correspondent

PRINCIPALS' OFFICE

FRANCIS C. BRIGGS.....	Business Agent
EMILY K. HERRON.....	Secretary and Registrar
FRED. D. GLEASON	Field Agent

TREASURER'S OFFICE

ALEXANDER PURVES.....	Treasurer
FRANK D. BANKS.....	Head Bookkeeper
WM. L. BROWN.....	Cashier



Memorial Chapel



Field Lesson in Agriculture

IN GENERAL

TERMS OF ADMISSION

Requirements Candidates for admission to the day and trade schools must be at least sixteen years of age; to the night school, seventeen years.

All applicants for admission to any of these schools must be able to read well in the Third Reader, to write in a fair hand a correct paragraph or letter in simple English, properly capitalized, punctuated, and spelled; to make good figures; and to pass a satisfactory examination, both in mental and written work, in the first four rules of arithmetic, in United States money, liquid, dry, and long measure, avoirdupois weight, and common and decimal fractions.

Examinations Examinations for 1900 will take place October 4th and 5th. Students must report promptly for these examinations. Admission at any time other than the beginning of the term is allowed only in special cases.

Requirements for Advanced Courses Applicants for admission to the Normal, Special Agriculture, Electrical, or Business Course, will, if graduates of Hampton Institute, be admitted on their academic diplomas. Other applicants must pass a satisfactory examination on the subjects included in Hampton's Academic Course (see page 23).

Expenses All new students on entering are required to deposit \$10.00. The expense of books for each school year is estimated as follows:

Junior	-	-	-	\$4.00
Middle	-	-	-	6.00
Senior	-	-	-	7.00

BOARD, including washing, fuel, lights, medical attendance, (not including dentistry) and a limited amount of drugs, \$10.00 per month.

Accounts Accounts are made out and handed to the students about the fifteenth of every month. Parents should require their children to send them these accounts and should see that what may be owing the school is paid promptly.

No student who has left the school for any cause can re-enter until all back bills are paid.

Work Students Applicants for admission who are without means to pay the \$10.00 a month in cash for board may be admitted to the night school as work students. Able-bodied young men and women, if good workers, may by working all day and attending evening classes for a year or more, not only earn their board but accumulate a balance with which to pay a part of their board while in the day school or trade school. Special attention is called to the following:

Work is not given with the object of enabling students to make money, but to help them to pay their board in the day or trade school afterward.

The earnings of students are held as a bond for the fulfilment of their purpose of getting an education at the school, and if they be sent away or leave without permission, these earnings may be used for the benefit of needy students, at the discretion of the Faculty.

The first three months are probationary. If finally accepted, wages will be allowed according to the ability of the student and the kind of work done.

Work students are expected to deposit \$10.00 as entrance fee with the school Treasurer, and to bring sufficient clothing and shoes to last three months. No supplies will be issued during that time. Young men will be required to procure the school uniform as soon as their earnings will warrant it.

The utmost economy is expected from the students, in order that they may accumulate money for their board while in the day school.

Payments of Students The attention of applicants for all other courses is called to the following:—

All students before entering must make a deposit of \$10.00 in cash. Five dollars are required on the board bills by the tenth of each month, together with any balance due the school from the previous month.

Those who fail to pay are liable to suspension from recitations

till payment is made, but will be required to attend all other exercises, including religious services, study hours, and drill.

The school endeavors to give each pupil a certain amount of work monthly toward the payment of his expenses. But while in most cases able-bodied, good workers can earn as much as \$5 a month, the school *does not guarantee* that each student shall earn a fixed sum regardless of the value of his or her labor. The rate of wages varies according to the real value of the work done.

Students' labor is accepted as pay only when it is satisfactory. When not satisfactory, the student cannot continue in the school, although his standing in other respects may be good. A proper spirit of earnestness and attention to duty is required of students in their work.

Scholarships Owing to the inability of most students to pay for the instruction received, tuition is free, and friends of the school are solicited to provide academic scholarships of seventy dollars and industrial scholarships of thirty dollars for each pupil. Any student may be dropped from the school who shall be considered unworthy of this scholarship aid. Students are expected to write letters of thanks to their benefactors. The tuition or scholarship donation is for the salaries of teachers; it has nothing to do with board bills.

Boys' Clothing The school uniform consists of a plain sack coat, trousers of blue cloth, and a military cap. Every young man is required to provide himself with a school cap immediately upon his arrival, and is not expected to leave the grounds without it during his connection with the school. He is required also to purchase the school uniform as soon as possible after his arrival. This uniform is to be worn at drills and inspections, on all public occasions, and always when off the school grounds.

Lower cost working suits, uniform in style, are provided and students are expected to wear these or the regular school uniform while connected with the school.

Parents are requested *not* to provide suits for their sons before sending them to the school, but to invest the money in uniforms to be purchased at the Institute. The uniform suits are made in the Tailoring Department of the Institute, and are furnished at

reasonable prices. Young men can also procure underclothing from the Sewing Department. Cost of uniform :

Coat	-	-	-	-	-	\$6.50
Trousers	-	-	-	-	-	4.50
Vest	-	-	-	-	-	2.00
Cap	-	-	-	-	-	1.00

Girls' Clothing Every girl must bring a gossamer and rubbers, or money to purchase them. Those entering the Work Department will be expected to provide themselves with plain, easy-fitting wash dresses and aprons, and will be expected to wear Warner waists. All the girls in the Day school take gymnastics unless excused by the resident physician and must provide themselves with gymnastic suits.



Company Having Wand Drill

Discipline Every student who enters the school agrees to submit to its discipline. The first year is especially probationary. Students may be sent home at any time for inability to keep up with their classes, for unsatisfac-

tory conduct, or for bad influence over others. Courtesy and mutual forbearance are expected of all.

Labor

Monday.

Labor is required of all, for the sake of discipline and *instruction*. Students in the day school work one school day each week, and the whole or half of

Suspension

Students are subject to prompt suspension or discharge for an unsatisfactory record in regard to study, conduct, or labor. Five zero marks in conduct amount to one warning. Students receiving three warnings or fifteen zero marks, will be liable to suspension. Those who are thus suspended will not be permitted to remain at the Institute while waiting for money to take them home.

Special

Regulations Low or profane language will subject a student to severe discipline. Students are liable to fine, reprimand, confinement, or other necessary punishment. Card playing and the use of ardent spirits and tobacco either on or off the grounds, are prohibited to students while connected with the school. Students are not allowed to retain firearms in their possession. The Commandant of Cadets will retain and give receipt for any brought. Letter writing is subject to regulation. Students' rooms are subject to inspection and regulation by the proper officers at all times.

Students are not expected to leave the school grounds without permission.

Military Drill

All young men are members of the school battalion and are required to drill without arms and to perform police and guard duty.

Public Worship

Sunday.

There are devotional exercises daily at which students are required to be present. They are also required to attend Sabbath school and church on

Vacation and Holidays

The term begins the first week in October and continues until the middle of June. Legal and special holidays are observed.

Day students, as a rule, are not expected to spend their vacation at the Institute, but, in order to earn money to pay their school bills, are advised to procure work else-

where during that time. *Work students* remain on the place throughout the entire year with a vacation from classroom work during the month of September.

For further information address,

H. B. FRISSELL, *Principal*,

Hampton, Va.



Virginia Hall

ACADEMIC COURSE

THREE YEARS

For Day and Evening Classes

For requirements for admission, see p. 17

JUNIOR YEAR

Agricultural Science An aggregate of five months during fall and spring, are devoted to introducing the pupils of this class to Plant Life, Soils, and Insect Life. The object of the work is to arouse an interest in nature and to teach some facts which are useful on the farm. The following is a brief detail of the topics studied :

Plant Life.—Principal parts of plants and the use of these parts to man; how these parts grow and what they do for the plant; conditions necessary for each part to make its best growth and to do its best work for the plant and for man; how to bring about these conditions on the farm.

Soils.—Relation of soils to plants; sand, clay, humus; how soils are made; work of sun, water, ice, air, plants, and earthworms in making soils; soil conditions which affect plant growth; relation of soil to water, heat, and air; plant-food in the soil; how to bring about and maintain soil conditions which favor plant growth.

Insect Life.—General structure, metamorphosis, and habits are studied in grasshoppers, squash bugs, beetles, flies, bees, moths, and butterflies; the habits of other insects common on the farm are studied as they are found during field excursions.

These three divisions of the subject are not taught as separate and distinct topics, an attempt being made to impress the student with the close relations existing between them and the interdependence of each on the others. The work is conducted by observation and experiment in field and classroom, by written exercises, and by discussions.

Physics.—See p. 40.

Hygiene Special attention is given to hygiene, which is made to bear as close a relation as possible to the lives of the students, and they are urged to study the conditions about their own homes. Laboratory work is done in emergencies, students being required to apply bandages and tourniquets, adjust splints, and perform artificial respiration. Instruction is given in the care of consumption and other common diseases. The necessary experiments in physics and chemistry are performed to make clear the principles underlying the subject, and charts and market specimens are used for illustration.

Geography In the Junior year selection is made from the following topics, reference being had to the ability of the class and the time allotted for different phases of geography work.

I. *Daily News.* In connection with the news, students are taught or reviewed in the leading facts of world geography; they acquire facility in the reading of maps and globes, and learn something of the customs, industries, and life of foreign peoples, as well as of the people in different parts of their own country.

II. *Representation.* This includes map drawing, sketching, and the molding in sand of continents and special features.

III. *Field and Observation Work.* Under this heading may be grouped.—

1. Field excursions in the vicinity with a study of shore forms, sea life, marshes, and coast plains.

2. Observations of seasons, tides, sunrise, and sunset.

3. The keeping of the weather record.

IV. *Local History and Geography,* in which are taught.—

1. Hampton and its industries.

2. Places of interest in and around Hampton.

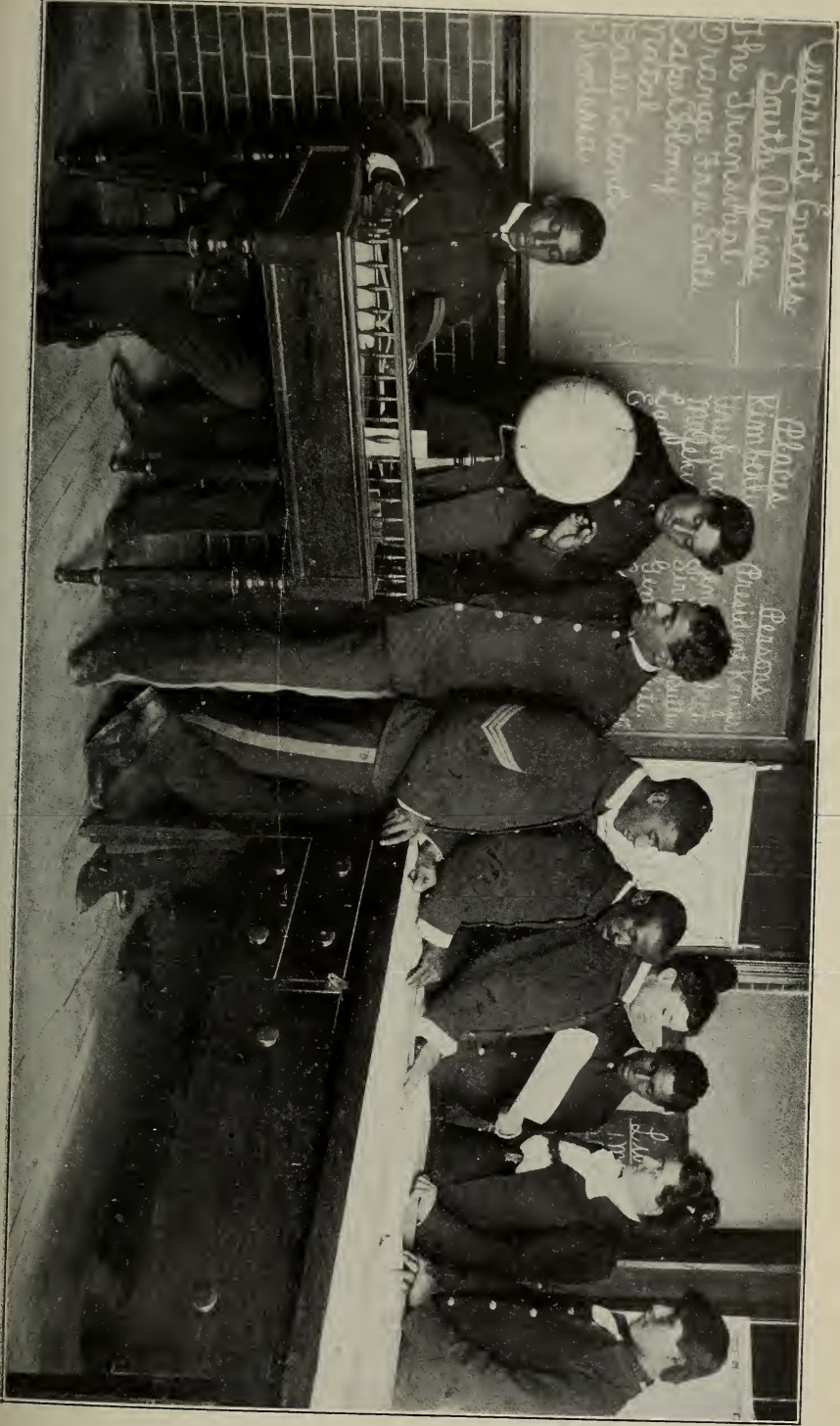
3. Historical places in the vicinity.

4. Geography and history of Virginia.

V. *Elementary Science.*

Enough to enable pupils to understand the phenomena of climate, seasons, and rainfall, and the work of winds and water in wearing down and building up of lands, which subjects are studied later in the course. (See courses in Physics and Elementary Agriculture.)

VI. *Physical Geography.* The wearing down and the building up of lands, including an elementary knowledge of the different



kinds of soil and their formation, peat, coal, limestones and other rocks. Field lessons and the collecting of specimens form a basis for this study wherever practicable.

VII. Distribution of animal and plant life and races.

VIII. *North America*, with special reference to its physical features, resources, industrial and historical development, and a study of its principal countries.

IX. *America's Colonial Possessions*, their acquisition, resources, people, and government.

X. A detailed study of the *United States*, with its resources, industrial sections, commerce, and trade centers. The literary and historical background is filled in as time permits.

XI. Comparative study of *South America*, physical features, people, industries, commerce, progress.

Arithmetic Common fractions and decimals. First lessons in percentage taught in connection with fractions.

Practical work in denominate numbers. The beginning work in mensuration includes out-door lessons in calculating distances and measuring rectangles, circles, etc; also a visit to the shops and mill to study board measure, bricklaying, etc, on the spot. Problems are obtained from the shops when possible, and mental arithmetic is a daily exercise. A part of the business arithmetic consists in requiring every student to enter his personal debits and credits each month in an account book, to be carefully compared with the account received from the office.

The Speer's system in arithmetic is used because its underlying principle, the study of relations and comparison of magnitudes, is especially helpful to trade students.

**Language
and
Grammar**

Most of the time is given to exercises in language and composition. Only the simplest points in technical grammar are taught. This is done to aid the pupil in correcting intelligently the more prominent faults in his spoken and written English.

I. Arrangement of written work.

II. Use of capitals.

III. Use of the period, question mark, exclamation point, apostrophe, and quotation marks.

IV. Simpler uses of the comma.

V. Spelling, especially of words formed by adding *s*, *er*, *ed*, and *ing*.

VI. Use of verb-forms.

VII. Technical grammar.

1. Sentence, subject, predicate.

2. Parts of speech and their simpler uses.

3. Prepositional phrases.

4. Predicate nouns and adjectives and object complements.

VIII. Composition work.

1. Letters.

2. Reproductions of lessons.

3. Biographical sketches.

4. Stories.

5. Exercises.

Reading and Literature The study of the elementary sounds of the language, diacritical marks, phonetic spelling, vocal drill. Recitation of selections of poetry and prose. Rhetorical exercises.

Pilgrim's Progress, Evangeline, The Courtship of Miles Standish, Snow Bound, short poems by Longfellow and Whittier, A Civic Reader, Ten Boys on the Road from Long Ago to Now, First Lessons in American History.

Bible Study Old Testament History from the Creation to the Israelitish Kingdom, including stories of, the early races, lives of the Patriarchs, the Exodus, the wandering in the wilderness, the conquest of Canaan, and the period of the Judges—Genesis to Ruth, inclusive.

Normal Music Course.—(Holt System)

Vocal Music 1. Tonic Drill. 2. The major scale in nine positions. 3. Writing scales. 4. Intervals. 5. Sight reading in parts. In this year the charts and readers of the Normal Course are used.

Drawing Blackboard Drawing. Elementary color. Color work from plant and insect forms illustrative of nature study.

Original designs in color for cards and book covers in connection with English work.

Penmanship Vertical writing taught. Letters classified, movement drill given, special attention paid to position of body, and hand practice on blackboard and with pen and paper.

Gymnastics The Swedish or Ling System is followed, and a large gymnasium in Academic Hall has been fitted up with Swedish apparatus.

The gymnastic drill includes floor work, exercises on apparatus, and gymnastic games. The floor work embraces all the fundamental positions of the body, bending, twisting, jumping, running, marching, etc, special stress being laid upon breathing exercises and the position of the chest.

The apparatus comprises stall bars and benches, straight and slanting ropes, double boom, jumping standards, and balance beams.

It is the purpose of the gymnastic games to train in swiftness and exactness both mind and body, and at the same time to afford a pleasant relaxation from the military discipline in the other part of the drill. The popular game of basket-ball has been introduced, together with others no less interesting and beneficial.

Muscular development is not the aim of the gymnastics—we do not strive to produce athletes, but rather to train the muscular and nervous systems together, and to strengthen the heart and lungs upon which the welfare of all other organs of the body depend.

It is very natural that the students should assume comfortable positions while studying or working, totally regardless of the effect such positions may have upon the body. The first object of gymnastics is to counteract the evils resulting from these habitually sustained, incorrect positions, to improve the general carriage, to bring about healthy respiration, and to tone up the whole body.

Anthropometric measurements are taken at the beginning and close of the term to find the improvement and express it in figures. The lung capacity is tested every month.

Manual Training *For Boys. Course in Bench Work requiring 100 hours.* Exercises consist of the following.—Measuring on a plane surface with rule and knife, squaring with try-square, gauging with marking gauge, sawing to a line with rip, crosscut, and back saws, planing to true surface, testing with steel square and by sighting, planing to size with sides square and true, planing ends smooth and true with block plane,

lining rough lumber with straight edge and pencil, making the half joint or box halving, making the dado or cross groove, nailing butt joints, mortising and tenoning, boring, making joints fastened with screws, glueing, making a smooth surface with plane, scraper, and sand paper.



Class in Manual Training

Grooved work, making miter joint, making irregular bevels, making dovetails, laying out and sawing curved work.

In connection with the above course in bench work each exercise is first worked in free hand or mechanical drawing from a model; the model is then set aside and a reproduction made from the drawing.

The above principles are applied in the construction of finished models which may be used by the student, such as boxes for collars, cuffs, neckties, etc, book shelves, inkstands, printing frames, picture frames, drawing boards, Tee squares, etc.

For Girls. Course in Sloyd.—The Junior classes de-

Manual vote from two to three hours per week to sloyd.

Training Their work includes the course as arranged for the first and a part of the second year for grammar schools. They are required to make working drawings for a part of the models; others they make from drawings placed upon the board by the teachers. The regular course of models is given below together with the exercises upon which they are based. To this course have been added from time to time, supplementary models adapted to the needs and qualifications of the individual pupil, care always being taken that pedagogical principles are never sacrificed to lesser considerations. Thus a pupil sometimes has a choice of three different models.

The model presented must appeal to the interest of the worker, and should be useful from her standpoint.

It must be aesthetically good.

It must contain some exercises with which the pupil is familiar, together with at least one or two new exercises.

It must involve the use of from one three new tools.

It must be sufficiently difficult of execution to call out a vigorous exercise of the best efforts of the worker, while at the same time it must be sufficiently within her powers to admit of fairly successful achievement.

The classes are conducted on the plan of both class and individual work; class work whenever every individual may be reached by it; individual, when one or a group require especial attention.

We endeavor to find such supplementary models as shall reach the daily interests and experiences of the student—something that shall touch both what they do know and care for, and that which they are growing to know and care for. We seek to develop character through a cultivation of concentrated effort, sound judgment, habits of forethought, neatness, accuracy, industry, and honesty of work, and incidentally a practical knowledge of materials and tools.

Models.—1. Wedge. 2. Flower Pin. 3. Flower Stick. 4. Penholder. 5. Tool Rack. 6. Coat Hanger. 7. Cutting Board. 8. Flowerpot Stand. 9. Flowerpot Stool. 10. Bench Hook. 11. Hatchet Handle. 12. Corner Bracket. 13. Hammer Handle. 14. Key Board. 15. Paper Knife. 16. Ruler. 17. Towel Roller.

Exercises.—1. Straight whittling. 2. Oblique whittling. 3. Cross whittling. 4. Point whittling. 5. Sandpapering (with-

out block) 6. Rip sawing. 7. Narrow surface planing. 8. Squaring. 9. Boring with drill-bit. 10. Fitting a peg. Curve whittling. 12. Cross-cut sawing. 13. Gauging. 14. End planing (in bench hook). 15. Boring with auger bit (vertical). 16. End sandpapering (with block). 17. Curve sawing. 18. Smoothing with spokeshave. 19. Boring with bradawl. 20. Broad surface planing. 21. Vertical chiseling. 22. Horizontal boring. 23. Filing. 24. End planing (without bench hook). 25. Nailing. 26. Sinking nails. 27. Making halved-together joints. 28. Countersinking. 29. Glueing. 20. Screw-ing. 31. Modeling with spokeshave. 32. Scraping. 33. Beveling with spokeshave. 34. Oblique planing. 35. Spacing with compass. 36. Veining. 37. Carving. 30. Wedge planing. 39. Filing edge. 40. Notching. 41. Punching. 42. Beveling edge with jack plane and file. 43. Boring with centre bit. 44. Planing a cylinder. 45. Fitting axle.

Course in Sewing.—Two periods a week to each class. The object of the work is to give each pupil a thorough knowledge of the stitches used in plain sewing, viz.—basting, running, overcasting, back-stitching, overhanding, hemming, felling, blind-stitching, cross-stitching. Each student makes for herself a book containing samples of the different kinds of work, and keeps a note book in which she sets down the verbal instruction given.

MIDDLE YEAR

Agricultural Science

Manures and Manuring.—Farm Manures.—Barn-yard manures, composts, green crop manures. Commercial fertilizers.—Sources of nitrogen, sources of phosphoric acid, sources of potash, sources of lime.

Preparing the Soil for Crops.—Plows and plowing, harrows and harrowing, rollers and rolling.

Planting.—Seed planting, seed testing, transplanting.

The After-Cultivation of Crops.—Tools and methods.

Soil Moisture.—Relation to plant growth, conservation.

Rotation of Crops.—Its desirability, benefits derived, systems of rotation.

Physics.—See p. 40.

Geography

I. Mathematical and Physical Geography as follows.— 1. Change of Seasons. 2. Winds and rainfall. 3. Ocean currents and tides. 4. Climate. 5. Review and classification of work on erosion, transportation, deposition, upheaval of lands, rocky layers of land.

II. *Africa*. Studied with especial reference to its history and recent development, but including a study of its physical features, resources, native people, recent history, great explorers, European nations in Africa, and study of ancient Egypt.



Field Lesson in Local Industry

III. *Asia*. Studied by comparison with Africa. Special study of Siberia, China, Japan, India. The Religions of Asia.

IV. *Europe*. 1. Physical features, resources, industries, commerce. 2. Study of leading countries with customs, government, institutions, places of interest, chief cities. Countries are studied in the order of the development of European civilization and the geography is made to center around great men and great historical events as far as possible.

V. Brief study of Australia and the Pacific Islands not included in American possessions.

Note. Students are required to summarize their work frequently in the making of maps, charts, and tabular views, in sand mold-

ing, descriptions and essays on special subjects; and they are referred constantly to pictures, books of travel, history, and government as a stimulus to broader study.

Arithmetic Advanced work in Mensuration. Practical applications of percentage, including commercial and bank discount, simple interest, etc. Accounts continued. Mental Arithmetic. Practical talks on business.

English I. *Technical Grammar*.—1. Phrases and clauses used like adjectives, nouns, and adverbs. 2. Independent expressions. 3. Simple, complex, and compound sentences. 4. Miscellaneous analysis.

II. *Special study of punctuation*.

III. *Composition work*.—1. Papers suggested by geography, history, literature, and Bible lessons. 2. Letters and notes. 3. Descriptions. 4. Stories.

Reading and Literature Vocal drill. Rhetorical exercises. Irving's Sketch Book. Readings from English History. Patriotic selections in connection with the study of American History. Ivanhoe. Merchant of Venice.

United States History America before its discovery by Columbus. The Norsemen. Great explorers and discoverers and their work. Claims and settlements of different nations in America. Life in colonial times. The struggle for supremacy in America. The struggle for independence. The constitution of the United States. The administration. Financial questions. Acquisition of territory. Slavery in the United States. Foreign relations. Great inventors and inventions. Great statesmen and their work. Great authors. Growth and progress of the United States in the nineteenth century.

Map drawing. Essays. Outline of English History. Study of current events. The news of the day is brought in by students on four mornings of each week, and twenty minutes given to its discussion. Special attention is given to such items as bear on the principles or organization of government and to such as illustrate the great economic laws.

Bible Study The History of the Israelitish Kingdom. Captivity. Restoration. The study of the prophets in their historical setting. Books of Samuel to Malachi, inclusive. The historical connection between the New and Old Testa-

ments. The fulfillment of prophecy as shown in the life of Jesus Christ. A brief survey of New Testament times.

1. Review of Major Scale. 2. Chromatic scale. 3.

Vocal Music Extended sight reading.

Drawing Continuation of Junior course. Clay modeling and outdoor sketching illustrative of work in English

and Agriculture.

Gymnastics.—Continued from Junior Year.

For Boys. Course in Wood Turning requiring about

Manual 120 hours. Turning between centers, centering, roughing with gouge, turning to size, testing with calipers, smoothing with skew chisel, measuring and cutting to length, turning straight tapers, outer curve, inner curve, combination of curves in making chisel handle, testing by the eye, cutting shoulders, cutting beads, cutting flutes, turning section on square piece, sandpapering, polishing with shellac.

Face Plate Work.—Knob, corner block, match box, barrel, vase, and napkin ring.

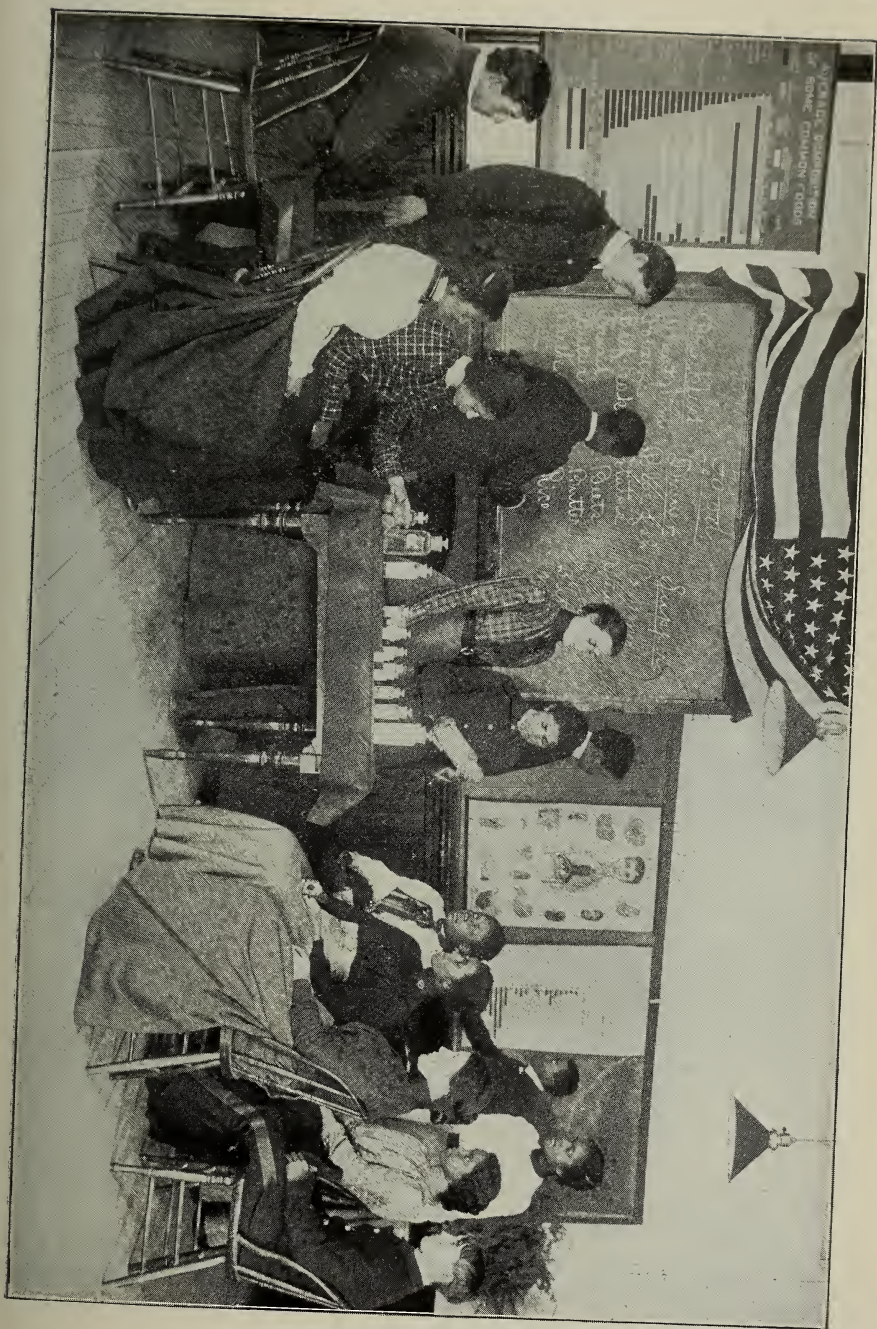
In connection with the above exercises there are taught the following.—Reading drawings, lessons on materials used, care of lathes with names of parts.

Course in Tinsmithing, requiring about 100 hours.—Laying out and developing patterns for cylinders, cones, pyramids, and other geometric forms. Cutting to straight and curved lines, joining edges by seaming, riveting, and soldering. Making up useful articles such as a tin cup, square pan or box, covered pail, dustpan, etc, two and three piece elbows in stove pipe, making T joints, Y joints, sheet-iron dripping-pan, and chimney top. Use of fluxes on tin, galvanized iron, copper, lead, and zinc. Use of all the common tin-ner's tools and machines.

Manual *For Girls. Sewing.*—Continuation of the work of the Junior year. Each student cuts and makes herself a full set of underclothes.

Training *Cooking.*—Three and a half months, four hours a week. The aim of the course is to teach the principles underlying good cooking, and to give the simple, practical knowledge needed in the home life of the South.

The course of instruction includes making and care of fires, dish washing and care of kitchen, talks on fuels and foods. Baking apples, potatoes, etc, boiling vegetables and eggs, steaming. Lessons in buying meat. Cooking of meats, warmed-over dishes, soups, broil-



ing and stewing. Simple and invalid cooking. Biscuits and cookies, bread, plain cake, plain pastry. Cooking of poultry, fish, and eggs. Tea, coffee, cocoa. Setting table.



Class in Cooking

These lessons are accompanied by instruction in the chemistry of cooking so far as it is applied in the practical work.

SENIOR YEAR

The course of this year is partially elective. Students, acting under the guidance and advice of the Faculty, will be permitted to choose three, or not more than four, of the following subjects.

Agricultural Science *Plant Diseases.*—Their nature, causes, and prevention. *Injurious Insects.*—Their nature, methods of destroying plants, insect remedies.

Animal Industry.—Dairy. Breeds, care, and management of poultry, sheep, and swine. Principles of stock feeding. Principles of stock breeding.

Physics.—See p. 40.

Instruction in the care of sick-room and the small attentions necessary to the comfort of an invalid.

Special Lessons in Nursing and Hygiene (for girls) Different ways of ventilating a room. Bathing. The functions of the skin. Preparation of the different local applications including poultices, mustard plasters, etc. Methods of applying the roller bandage, the triangle, and the cravat.

Mathematics A simple, practical course in bookkeeping. Elementary algebra. Ele-

English Study of elementary composition and rhetoric, with daily practice in writing short essays, paragraphs, etc. The work of the year is designed to give facility in the correct and vigorous expression of thought.

Text-book used.—Mead's *Elementary Composition and Rhetoric*.

Reading and Literature Vocal drill. Rhetorical exercises. The Vision of Sir Launfal. Self Culture by Channing. Emerson's Essays. Life of Dr. Johnson and Life of Oliver Goldsmith by T. B. Macaulay. In His Name by E. E. Hale. Shakespeare's, Macbeth and Julius Cæsar. Selections from the masterpieces of British authors. This course also includes a six weeks' study of New Testament literature.

Civics During the first half of the year special study is given to the duties and rights of American citizenship. The study begins with government in the family, the school, the township, the county, the state, and culminates in the larger functions of the government in our Federal institutions. Special emphasis is laid upon the moral obligations of the citizen and the officer in their relation to the state and to society. Dole's *American Citizen* is made the basis of the course, with parallel studies in Macy's *Our Government*, and Fiske's *Civil Government*.

The second half of the year is spent in a study of the general principles of society and economy upon which our American civilization depends, with special attention to such principles as condition survival and progress in the Negro and Indian races. Laughlin's *Elements of Political Economy*, Gidding's *Elements of Sociology*, DuBois' *The Philadelphia Negro*, and Washington's *Future of the American Negro* constitute the principal reading of the class.

History

Conditions necessary for developing early civilization. Parts of the old world where these conditions existed. Ancient oriental civilization. Greece. Rome.

Gifts of early civilization to modern civilization. Origin of modern nations of Europe. The Dark Ages. Charlemagne and his Empire. Mohammed and the Saracenic Empire. The Feudal System. Chivalry. The Crusades. The Revival of Learning.

Rise of modern nations. Fall of Constantinople and its effect on Europe. Decisive battles of the world's history. Biographies of great men of different periods.

Map drawing. Essays. Current events.

Vocal Music

1. Minor scale in eleven positions. 2. Writing major and minor scales. 3. Transposition and extended work in intervals. 4. Sight Reading.

Drawing.— Advanced work in color. Illustrative sketching.



Gymnastic Class Playing Basket-ball

Gymnastics.— Continuation of work of preceding years.

**Manual
Training**

For Girls. Sewing.— The object of the Senior course in sewing is to enable each young woman graduating from Hampton to draft, cut, and make her own dresses.

Drafting.—Drafting and cutting of skirts and waists.



Class in Dressmaking

Dressmaking.—Making models of dresses which afford practice in designing, putting together, and finishing lined suits.

Each pupil makes a wash dress for herself.

**Manual
Training**

For Boys. Course in Forging, requiring about 120 hours. The building and care of fires; heating the iron. Drawing square iron to a point, to flat, to bevel, and to round. Drawing from round to square, from square to octagon, from octagon to round. Bending rings of round and flat iron. Pointing and bending a staple. Drawing, bending, and twisting in making a hook. Upsetting and forming square and hexagon head bolts. Punching and cutting square and hexagon nuts. Bending, twisting, and punching flat iron.

Upsetting, drawing, bending, punching, and chamfering square angle piece. Upsetting, welding, forming, and punching, introducing casehardening in making heading tool. Drawing and upsetting nails and rivets in heading tool. Butt welding. Bending, scarfing, and welding in washer making. Bending and welding in making chain.

Forming, punching, slotting, and bending a hasp. Laying off and forging diagonal brace. Forging eccentric strap. Drawing out, bending, and threading eyebolt with ring. T welding. Jump welding steel. Forging S wrench.

Drawing cast steel and introducing tempering in making cold chisel. Forging and tempering flat drill. Forging and tempering hammer. Drawing, bending, punching, and tempering arch spring. Forging and tempering lathe tools. Welding steel to iron. Forging blacksmith's tongs.

In connection with the above course will be brought in the reading of drawings; the construction of iron, steel, etc; the study of fuels and their combustion; the study of tools and their parts.

COURSE IN PHYSICS

An elementary course in the following subjects.—
Junior Year Matter and its properties. Force of Gravity. Atmospheric pressure. Heat.

The work of this year serves to begin the development of the pupil in correct methods of observing and inferring; and as the observations and inferences must be both stated and written, it forms a basis for the language work of this year.

Only home-made apparatus is used in this course, such as the pupil may construct himself.

In addition to a review of the work of the Junior
Middle Year year, the following subjects will be pursued.—Momentum and its relation to forces. Three laws of motion. Composition and resolution of forces. Center of gravity. Falling bodies. Curvilinear motion. The pendulum. Pressure in fluids. Barometers. Compressibility and elasticity of gases. Buoyancy of fluids. Density and specific gravity. Work and energy. Machines.

Electricity. Sound. Light.
Senior Year All the work in physics is conducted after the laboratory method. In order to emphasize the intrinsic value of

the knowledge which the study of physics involves, useful applications of various laws and principles are given special attention. Work and investigation in many of the scientific processes of the industrial world where the principles of physics are applied, are assigned pupils and they are required to devise and construct the necessary appliances for the same.

A constant effort is made to correlate the subject of physics with the other subjects, trades, and industries which are taught at Hampton.

NORMAL COURSE

TWO YEARS

The Normal Department offers the following two years' course of study to all persons wishing to fit themselves for advanced educational work. Regular students are required to hold the academic diploma of Hampton Institute or its equivalent. Special students may be admitted to any of the courses which they are fitted to enter.

General Courses 1. *Introduction to Education*.—This course deals with five primary elements in education.—

a. Education as a science, based on the sciences of physiology, psychology, and sociology.

b. The meaning of education—the significance of childhood in the development of the race.

c. The aim of education—conscious adaptation to the physical, intellectual, social, moral, and religious environment of the race with capacity to modify and serve it.

d. Personality and environment in education.

e. The factors in education—the family, the school, the vocation, the state, the church.

The work of the class consists of discussions, reports, and assigned reading.

2. *Psychology*.—The purpose of this course is to acquaint the teacher with the laws governing mental activity, its growth and development. That the science of education may be properly applied to the child such a study becomes indispensable. James'

Talks to Teachers on Psychology, Lange's *Apperception*, and McMurry's *Method of the Recitation*, with references to library volumes, are made the basis of the course during the present year.

3. *The Psychology of Childhood*.—This course deals with the physical, intellectual, moral, and religious development of children. The teacher must know the native reactions—how the child-mind acts—before those reactions can be utilized in establishing the higher and acquired reactions. The child's sense of fear, love, curiosity, imitation, emulation, ambition, pugnacity, pride, ownership, constructiveness—all must be realized and utilized by the successful teacher. The work consists of original studies on children in the Whittier public school, of statistical studies on data collected from large numbers of schools, and of studies in the literature of the subject.

4. *History of Education*.—A study of the distinctive educational ideas and ideals held by different nations in different phases of civilization and at different periods of their history, with a view of determining the aims of present educational activity.

5. *Educational Classics*.—It is the purpose of this course to acquaint the class with the work, ideas, and spirit of great educators. During the coming year Rousseau's *Emile*, Spencer's *Education*, and Washington's *Future of the American Negro* will be studied.

6. *School Organization and Administration*.—This course is intended particularly to prepare students for administrative positions, such as those of superintendent and principal. It deals with the organization and administration of the public school system, the relation of the community to the school, the consolidation of schools in sparsely settled districts, the school as a social centre, politics and the school, cost of the public school system, the salaries of teachers, the offices of superintendent and principal, compulsory attendance, school government, hygiene, sanitation, and the Virginia school law.

7. *Negro and Indian Society*.—A study of the social and economic principles which condition survival and progress in the Negro and Indian races. The desire for and the acquirement of wealth, individual ownership, industrious and frugal habits, good schools for an extended term, a practical religious life—all depend

upon established laws, which the present civilization imposes upon the individual. The teacher must be the leader of social and economic movements, and the public school must be the centre of popular educational activity.

The aim is to develop a public school course of study giving special attention to the method of presentation.

Course in School Subjects

8. *Arithmetic*.—Methods involving the constructive activity of the child. The Speer number work is made the special feature of the course during the present year.

9. *Literature and History*.—Children's literature; fables, fairy-tales, myths, biography, and Scripture, together with their use in the several grades.

10. *Geography*.—Field excursions, local geography, sand-table representations, modeling, maps, the use of pictures, the calendar, and the study of types.

11. *Nature Study*.—Types of plant and animal life, beneficial and injurious insects, gardening, and physics, and their application to public school work.

12. *Manual Training*.—The aim is to develop a course of manual training conforming to the child's interests which will stimulate the habit of work and which can easily be adopted in any public school with the use of simple tools.

13. *Form and Color*.—The representation of nature through the medium of pencil, pen, brush, and clay, with particular application to the regular school subjects.

14. *Domestic Science*.—The keeping of a home, with special training in sewing and cooking.

15. *Physical Training*.—Schoolroom gymnastics, their influence in developing attention and obedience, their physical effects, and their use in the cultivation of the spirit of play.

Observation and Practice

The Whittier public school, standing on the Institute grounds, is a teacher's laboratory. Its four hundred pupils, beginning with the kindergarten, represent all types to be found in any public school. Its course of study and methods are under the supervision of the Normal Department. Sewing, cooking, gardening, manual

Fifth Grade.—The use of the dictionary. Robinson Crusoe, Baldwin's Old Greek Stories, the Normal Fourth Reader, and Seaside and Wayside No. 3, are used.



Saluting the Flag

**History
and
Literature***

First Grade.—Selected poems from Riverside Poetry and Prose for Beginners, and parts of Hawthorne's Childhood committed to memory.

Children reproduce orally stories told by teacher, including such fairy tales as Cinderella, Red Riding Hood, Jack the Giant Killer, and The Three Bears.

The following Bible stories are learned and reproduced.—The Garden of Eden, The Deluge, Joseph's Coat, Benjamin's Cup, David and Goliath. Solomon, The Birth of Christ, The Three Wise Men.

A study is made of the family organization and obligations.

Second Grade.—Selected poems from Whittier's Child Life, and poems connected with the nature work, such as Celia Thaxter's The Sandpiper, Helen Hunt Jackson's September, Eugene

* See Reading Course

Field's Wynken, Blynken, and Nod, are committed to memory.

Nature Myths.—Neptune, Iris, Ceres and Proserpine, Apollo, Aurora, Arachne.

Stories of race types from Seven Little Sisters and Each and All.

Review the Bible stories already learned, and add.—The Story of Joseph, The Bondage in Egypt, The Release of the Israelites, The Story of Moses, The Ten Commandments, Elijah and the Ravens, The Fiery Furnace, Daniel, John the Baptist.

A study is made of the school organization and the obligations of pupils.

Third Grade.—Selected poems from Whittier's Child Life committed to memory. The Story of Ulysses, The Story of Robinson Crusoe, The Jungle Book.

Historical stories in connection with the geography; for instance, the story of Pompeii in connection with volcanoes, and the story of Magellan in connection with the ocean.

Bible Stories.—The Miracles of Christ.—Feeding the Five Thousand, Walking on the Sea, Stilling the Storm, Healing the Sick, the Lame, the Blind, Healing the Lepers, Raising the Widow's Son, Raising Lazarus.

A study is made of business organization—the interdependence of merchant, carpenter, mason, farmer, etc.

Fourth Grade.—Selected poems by Longfellow and Whittier committed to memory.

Stories of pioneers, traders, discoverers, and explorers. Stories from Virginia history. Two volumes of Pratt's American History Stories and Eggleston's Stories of Great Americans for Little Americans.

Bible Stories.—Christ's Parables.—The Lost Sheep, The Pounds, The Talents, The Tares, The Rich Man and Lazarus, The Pharisee and the Publican, The Goodly Pearl, The Prodigal Son, The Great Supper, The Wicked Husbandmen.

A simple study of county and district organization, with the duties and rights of the various officials.

Fifth Grade.—At least one poem each month, and the Sermon on the Mount committed to memory.



A Thanksgiving Lesson

Hawthorne's Wonder Book. Baldwin's Old Greek Stories, Livingstone and Stanley in Africa. The Development of Africa. Bible Readings selected for Public Schools.

A simple study of the organization of state and national governments.

In all grades, days important in the history of the nation or of the school are celebrated,—Thanksgiving, Christmas, Founder's Day, the birthdays of Lincoln, Washington, Whittier, etc.

A special effort is made to arouse race pride in the children

through the stories of such men and women as Toussaint l' Ouverture, Crispus Attucks, Alexander Dumas, Frederick Douglass, Booker T. Washington, Paul Dunbar, Charles Chesnutt, Phyllis Wheatley, Lucy Laney, Edwina Kruse, and other Negroes of note.

First Grade.—The geography work of the first grade
Geography is nature study, together with sand-board representations of stories from the history and literature work.

Second Grade.—Sand-board representations of the types presented in *Seven Little Sisters*. Dolls dressed by older children to represent these types—Indian, Chinese, Esquimaux, etc.

Third Grade.—A study of brooks and rivers and their work, and of the ocean and its work. Forms of land and water. Productions and occupations. The history of cotton, sugar, rice, peanuts, tea, coffee, etc, and the tracing on maps of their travels to the markets of the world, Excursions to study local industries.

Fourth Grade.—The continent of North America with a special study of the United States.

Fifth Grade.—Comparative study of Europe and Africa.

First Grade.—Children use number in connection
Arithmetic with objects, learning to count as far as their other work affords them the opportunity. Measures are used freely.—pint, quart, gallon; pint, quart, peck; inch, foot, yard; cent, nickel, dime. Fractional parts, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, of numbers from 1 to 12. Children deposit savings in Penny Provident Fund and care for their bank books.

The Speer Primary Arithmetic, in the hands of the teacher only, to page 88.

Second Grade.—Use of measures continued. Fractional parts, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$, of numbers from 1 to 50. Oral work in the four rules and much drill in the combinations of numbers to 50.

Savings deposited in the Penny Provident Fund and bank books cared for.

The Speer Primary Arithmetic, in the hands of the teacher only, completed.

Third Grade.—Combinations of the multiplication table developed through the construction of diagrams. Fractional parts as in the previous grade, with the addition of $\frac{1}{5}$, $\frac{1}{9}$, $\frac{1}{10}$, $\frac{1}{12}$. Teach and as-



Class in Out-door Arithmetic

sociate with the corresponding fractions, 100 per cent, 25 per cent, 50 per cent, 75 per cent, $33\frac{1}{3}$ per cent.

Much oral drill in rapid addition and multiplication, in fractions, and in percentage.

Easy written work in the four rules. Care of bank-books continued. The Speer Elementary Arithmetic in the hands of the teacher only. Parts I. and II.

Fourth Grade.—Addition of fractions whose common denominator can be found by inspection. Percentage as in third grade, with the addition of 10 per cent, $12\frac{1}{2}$ per cent, $16\frac{2}{3}$ per cent, and their multiples.

Easy examples in simple interest with application to their own savings in the Penny Provident Fund, and transference to savings banks. Much drill in the four rules and long division. The Speer Elementary Arithmetic, in hands of the teacher only, completed.

Fifth Grade.—Much oral work in the four rules, in fractions, and in percentage.

Work in simple interest continued. Bills and accounts.

Giffin's Supplementary Arithmetic, Part II, and Prince's Arithmetic, No. 5, in the hands of the pupils.

Autumn.—The thought underlying the autumn **Nature Study** work is the interdependence of plant and animal life. The children learn the names and habits of the most common fall flowers, so that they may look for their appearance and greet them as friends. In the immediate vicinity they find and recognize the asters, eupatorium, baccharis, trumpet-flower, lobelia, Indian pipe, gerardia, goldenrod, and deergrass.

The bank-argiope ("writing spider") is studied and its beautiful cocoons kept through the winter. Caterpillars kept in boxes with moist earth and fresh leaves spin their cocoons, burrow underground, or become chrysalids for their winter sleep. The polyphemus, the tussock, and the tent caterpillar make especially interesting studies. The black blister-beetles and the small bright-colored beetles frequenting the goldenrod are observed.

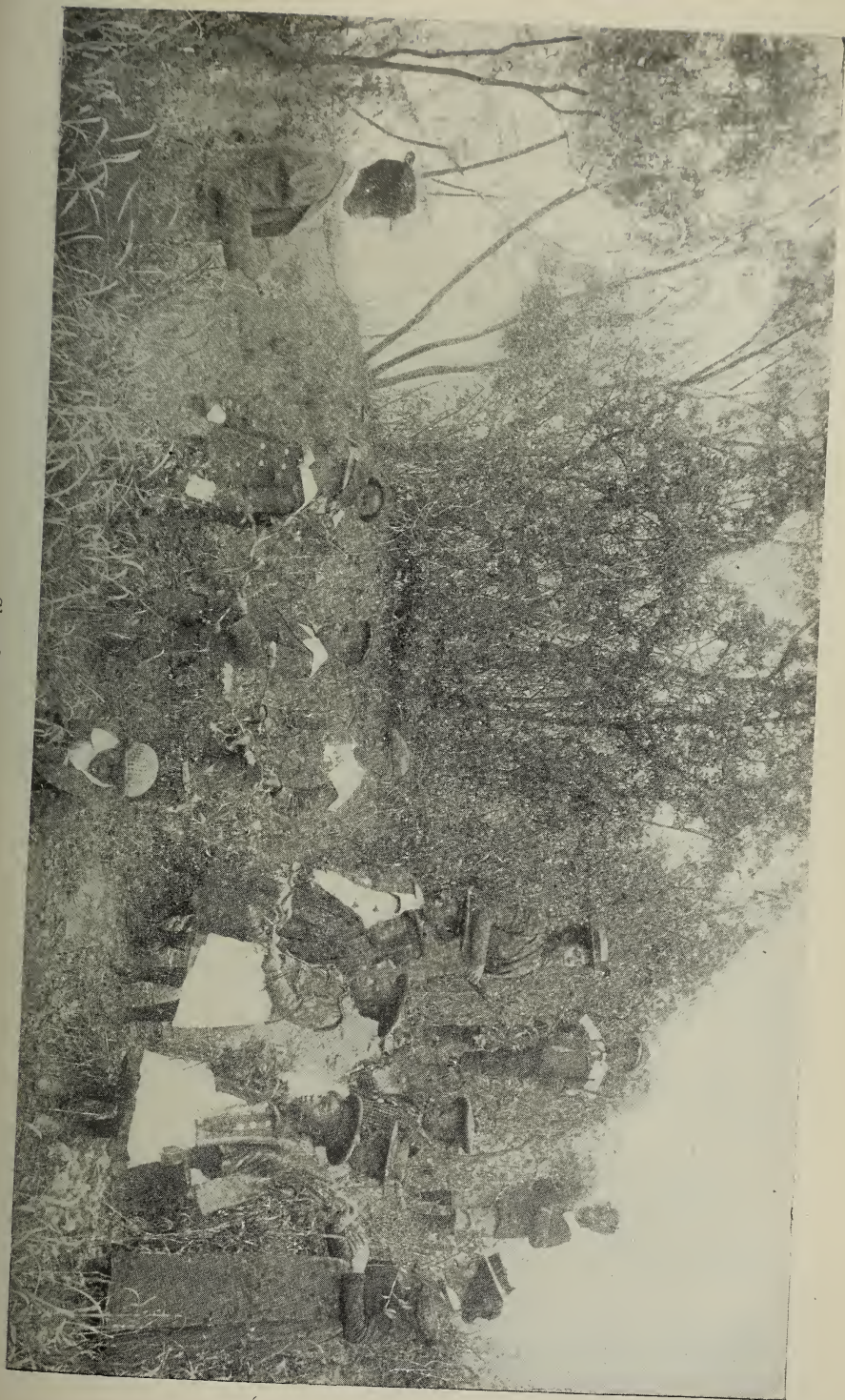
Excursions are made to the beaches to study the crabs. Seeds and fruits are collected and studied with the thought of protection and dissemination, and lists are made of those used by animals. The sand-bank is visited and the history of rocks, of sand, and of soil is studied, together with the work of earthworms.

Some animal is kept in the schoolhouse and provided with its necessities by the children. A small turtle, for instance, is easily tamed, and with a sand pile, a pan of water, a little meat, and liberty to travel in the room, apparently leads a contented life and furnishes much material for reading, language, and ethics.

Winter.—The winter work consists mainly of experiments in physics and inductions by the children. The subjects of study are heat, cold, gravity, and atmospheric pressure. The winter condition of plants is observed and a special study is made of pines.

Spring.—The thought underlying the spring work is growth and development. From the stored cocoons come forth the butterflies and moths. With a little care and patience they may be led to feed on sweetened water, thus showing the manner of taking food. They are then released for an out-of-door life.

Class Studying Seeds



Birds are recognized by their appearance and their notes.

Seeds are germinated and studied in different stages of development. The buds of trees, catkins, and underground buds are hastened in their unfolding in the schoolroom, and afterwards studied in their natural environment.

Frogs' eggs and crayfish are kept in the schoolroom.

The spring flowers are recognized and described, and the work of insects in fertilizing them noted.

In every grade the children have individual garden plots in which they work twice a week.

Drawing, painting, paper cutting, and modeling are used to assist language in the nature work.

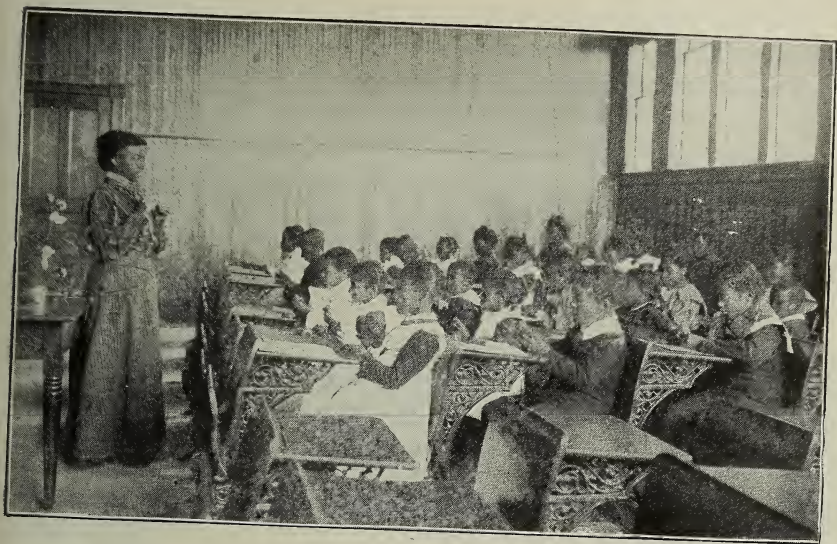
Language The language work aims to give freedom and correctness in oral and written expression. Good models and a vocabulary of wide range are secured through the literature read and committed to memory, and through the recitations in the various subjects. Nature work, geography, history, and literature furnish material for morning talks, in which the teacher becomes a questioner and leads the children to express themselves freely. These conversation lessons involve the use of singular and plural forms of verbs, and the use of personal pronouns—the points on which the children need especial drill. The daily written exercise repeats the thought of the morning talk, the children being required, beginning with the advanced first grade, to write a connected narrative.

Penmanship is taught through the writing of sentences by the children, first upon the blackboard, later upon paper. The spelling lessons consist of words chosen from the reading and other lessons. Much attention is given to letter writing.

Drawing, clay modeling, paper cutting, and color work are also used as means of expression in connection with all subjects.

Lessons in Housekeeping The aim of the course is to enable the children to be useful in their own homes, or in those of others. To this end, lessons are given in simple cookery, care of the dining-room, bedroom, and kitchen, and in laundry work. The work in cooking includes the cooking of meats, vegetables, cereals, eggs, warmed-over dishes, tea, coffee, bread, and biscuits.

Instruction is given in table laying, waiting, and table manners, care of the refrigerator, polishing of brasses, cleaning of silver. Under care of the bedroom, is taught bedmaking, sweeping, dusting, and care of wash hand set. The lessons in laundry work include laundering of bed, body, and table linen.



Class in Sewing

Sewing

The instruction given in sewing aims: to teach the child how to use his hands and fingers intelligently and skillfully in plying the needle; to apply this knowledge in making finished garments; to instill habits of neatness, economy, accuracy, and self-control.

Boys, as well as girls, take the sewing in the lower classes.

The lessons are arranged progressively and include the following.—Correct position of the body, finger drills, use of needle, thimble, scissors, etc. Basting and running stitches, overcasting, weaving and braiding, backstitching, overhanding, sewing on buttons, hooks and eyes, hemming, making a fell, gathering and putting on bands, buttonholes, blind loops, darning, patching, mending. Drafting simple garments.

Dolls are dressed, and dolls' beds and tables are supplied with linen.

The aim of this course is primarily the development of expression, especially in the lower grades. The following is a suggestive outline of the course.

Manual Training *First Grade.*—Stories, such as Hiawatha and the Mother Goose rhymes, are illustrated by the use of clay, pencil, scissors, and color.

Second Grade.—Work with clay, pencil, and color is continued to illustrate the race-types, such as the Chinese, the Indian, the African, and the Esquimau. Knife work in thin wood is introduced in the last half of the year.

Third Grade.—Knife work in thin wood is continued, advancing to work in three dimensions and introducing such exercises as the square stick and the round stick, together with pointing, notching, etc. Bent-iron work is taken up in the second half of the year. Articles are made to illustrate such stories as Robinson Crusoe.



Primary Class in Sloyd

Fourth and Fifth Grades.—Bench work, carrying out a modified course of sloyd. Implements are made for the school and the home, such as plant sticks, dibbers, etc.

Music

The children of the colored race have so decided a fondness for music that the work done in this department is looked upon by them as recreation rather than labor.

The sweetness and beauty of their voices, whether heard in the pathetic strains of one of their beautiful plantation melodies or in the stirring music of some school song are acknowledged by all who listen to them; consequently they lend themselves easily to instruction.

Music is a refining and uplifting element in any life, and the music of the schoolroom should influence the home and make its power felt there. Such is the case with the music of the Whittier, as the children teach their parents and younger brothers and sisters the carols learned by them at Christmas and Easter as well as the other music which they learn at school. Proof of this is given in the following incident. At Christmas a Negro workman on the road was heard whistling a Christmas carol which he could have learned only from one of the Whittier children.

The children of the upper grades are given printed leaflets which they carry home, where they are faithfully used for practice not only by themselves but by their parents as well.

The Holt system of sight reading is used, and the charts and readers of that system form the basis of instruction.

In the lower grades a great deal of time is spent in dealing with tones as mental objects before musical notation is used. In these grades the constant use of rote songs serves to vary the work.

After the children become better acquainted with the relative pitch of tones, they are given easy reading, in different keys from the chart and blackboard. Then follows the more advanced work in the upper grades in extended sight reading and part singing—two and three part songs and exercises being read with ease and accuracy in these grades.

Periods for practice are given every day in preparation for the weekly lesson by the instructor of music.

The Swedish system is used with daily instruction throughout the year. Each day's work consists of

Gymnastics a day's order, comprising movements which affect all parts of the body—the object being to secure the best physical development and muscular co-ordination and to overcome faulty positions assumed in standing, sitting, and walking.

Gymnastic games, wherein the purpose is to gain physical and mental control, quickness, and alertness, are also used.

During the winter months the gymnastic drills are given in the large central hall, and in warm weather the work is done out of doors.

This garden consists of 170 plots or beds ranging in size from 3 x 4 ft. to 10 x 20 ft. Two pupils will be assigned to each plot. The younger pupils will plant a variety of quick-maturing vegetables and flowers. With these children the idea will be to interest and amuse, letting them get all the fun they can out the garden. The older pupils will grow one or two main crops and a few secondary ones. The main crops will in most cases be such as require a full season for maturing and the pupils will be encouraged to care for the garden during the summer vacation. In connection with their nature study the pupils will learn more or less about the habit of growth of the plants they are raising; the relation of sunlight, moisture, air, heat, and soil to plants; how to bring about conditions which best favor plant growth; the older pupils will receive some instruction in methods of propagation and the treatment of injurious insects and diseases.

Kndergarten The underlying thought of the year's work is the special demand and interdependence of the seasons.
Course

Fall.—General subject: Preparation for winter.

Special subject: Work time contrasted with rest time.

1. The preparation of trees, flowers, birds, crabs, and fish for the winter rest time.—The changing appearances are illustrated by paper cutting and painting. Garden seeds are planted in window-boxes, and the sand table expresses daily the child's idea of river, valley, hill, and the general outline of the surrounding country.

2. Preparation for winter on the farm.—The farmer's fall work is symbolized by the making of barns, bins, horse troughs, carts, etc. The vegetables and fruits he gathers are modeled in clay.

3. Preparation for winter and rest in the home.—Monday (wash-day) is symbolized by the washing and ironing of the doll's clothes. Through paper cutting and clay modeling, furniture for the doll's house is provided, such as stoves, tables, benches, and cupboards. Nailing is introduced in making the doll's chairs

and bedsteads from prepared wood. The cheese-cloth mattresses are sewed with a free running stitch and filled with hay previously gathered and dried. Warm garments are made for the dolls, blankets for their beds, and warm rugs of braided woolen strips for the dolls' house. The preserving of fruit in vaseline jars symbolizes the canning season.

Preparation for the winter rest time culminates in a Thanksgiving party. The spirit of thankfulness finds expression in the Christmas work for others.

Winter.—General subject: Protection.

Special subjects: Personal, family, and state protection.

1. The shoemaker is the symbol of personal protection. The children visit the shoemaker's shop and watch him make shoes; then they sole a child's shoe, and make the bench and tools in clay and paper. The shoes of this and other nations are drawn and modeled in clay.



Domestic Work in the Kindergarten

2. The carpenter is the symbol of family protection. The doll's house is shingled, ladders and work benches made, and bricks modeled. Houses of different dimensions are built which develop the contrasted ideas, high and low, wide and narrow, large and small.

3. Soldiers and knights are symbols of state protection. Bugles and drums are modeled in clay, high walls and castles built, flags painted, tents cut from paper, and soldier caps folded.

Spring.—General subject: Awakening life.

Special subjects: Wind and sun.

1. Weather vanes are cut from cardboard for the church steeples already built. The making of paper boats, the folding and flying of paper pin-wheels, and flying kites are important activities in the free work of springtime.

2. Birds and flowers.—The appearance of the pussy willow is the first sign of awakening life. Bird houses are made for the trees near by, eggs are modeled, birds and crocuses painted, and scrap books of spring pictures made. The hen with her family of chicks is provided with a coop and chicken yard. Baskets are woven for the Easter eggs. The work culminates in appropriate Easter exercises.

3. Gardening.—Plants, flowers, and berries are set out, and seeds planted. Simple wheelbarrows, and small tools of tin and wood are made with which to carry on the daily garden work. Stories of walks on the farm are expressed through drawings.

Illustrative songs and stories, small house-keeping duties, rhythmic and carefully selected traditional games, ladder jumping, bean bags, and seesaw are brought into the daily program.

SPECIAL AGRICULTURE COURSE

Requirements for admission same as for other graduate courses (see page 17).

This course covers a period of three years and is intended for students who wish to fit themselves to be agricultural teachers and superintendents.

The course is as follows.—

Chemistry.—Theoretical chemistry of the non-metallic and metallic elements.

Science Chemistry of soils, plants, animals, manures, and fertilizers.

Laboratory work on the preparation and properties of the non-metals, qualitative separation of the metals, and quantitative tests of simple minerals, salts, dairy products, and fertilizers.

Botany.—Structure and habits of growth of the crops and weeds of the farm.

Insect Life.—Insects injurious and beneficial to agriculture.

Agriculture *History of Agriculture.*—Farm management. Farm buildings. Fences. Roads. Repairs, etc.

Farm Accounts.—Business forms, etc.

Soils.—Origin and physical properties, tillage, manures, rotation of crops.

Farm Drainage.

Farm Crops.—History, uses, culture.

Horticulture Modification of plants by soils, climate, and culture, Propagation of plants.

Gardening and Trucking.—Soil, varieties of crops, culture, market, etc. Forcing vegetables under glass.

Fruit Culture.—Orchard and small fruits.—Propagation, planting, pruning, care, marketing.

Floriculture.

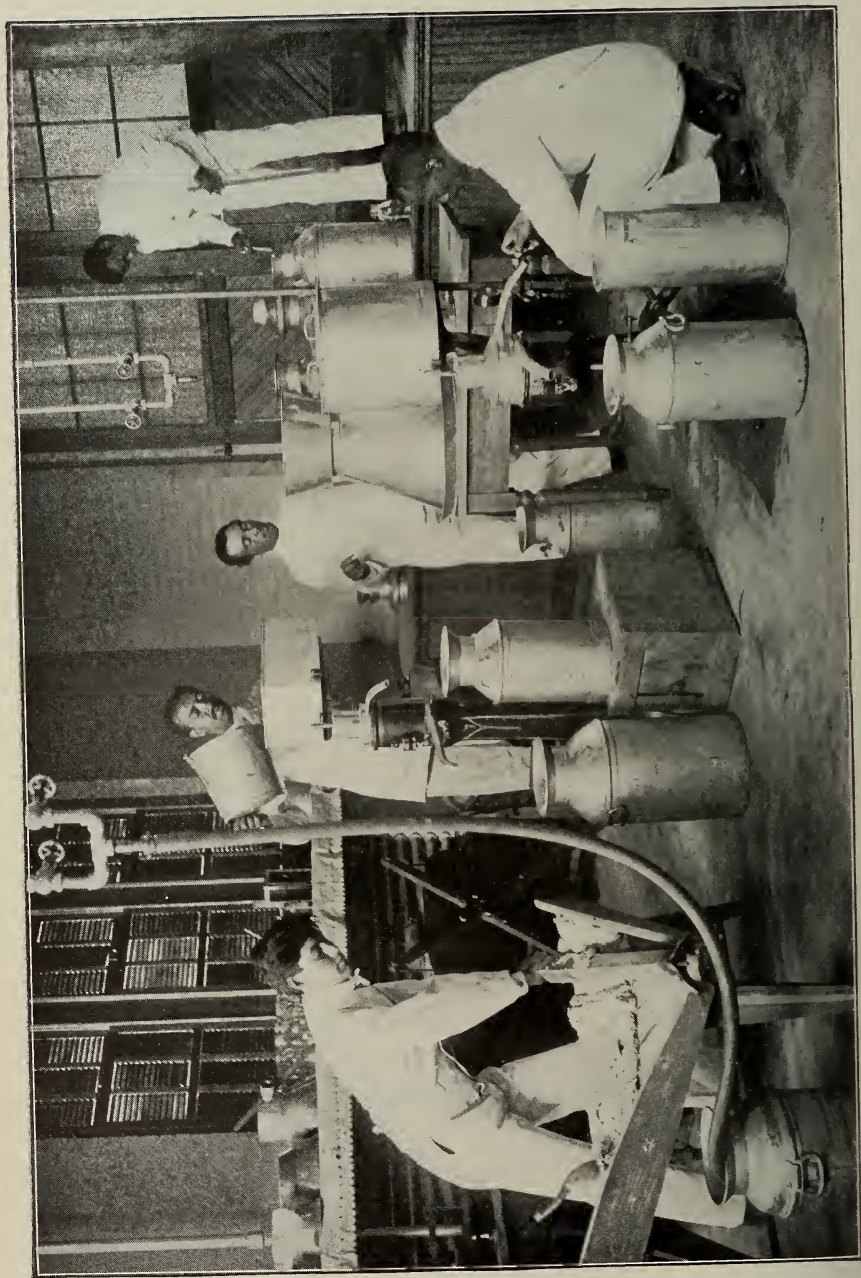
Ornamental Gardening.

Animal Care, management, and breeds of dairy stock, horses, swine, poultry, and sheep.

Industry Composition of feeding stuffs. Principles of stock feeding. Principles of stock breeding. Diseases of live-stock.

Dairying *Dairy Stock.*—Breeding, care, management.
Dairy Bacteriology.

Milk.—Composition, sterilization, pasteurization, care, testing, creaming.



Butter Making

Butter.—Ripening the cream, churning, working, packing, and marketing.

Cheese Making.

Dairy Utensils.—Separator, churn, butter workers, cream vats, etc.

BUSINESS COURSE

Single Entry.—Study of debits and credits. Study **Bookkeeping** and practice in keeping Day Book, Cash Book, and Ledger, including study of entries and postings. Balancing and closing of accounts. Trial Balance—how taken and what is shown by it. How to ascertain gain or loss in single entry.

Double Entry.—Continued and broadened study of debit and credit. Study of differences between single and double entry; the advantage of the latter. Study of the meaning and significance of the various accounts and classes of accounts—capital, capital stock, stock or proprietor's account, expense, labor, freight, discount, merchandise, bills (or notes) receivable, bills (or notes) payable, personal accounts, profit and loss.

Analysis of Journal, Day Book, Cash Book, etc. Opening and closing sets of books. Practice in making entries and posting which includes the keeping of several complete sets of books (in theory) from the simplest to more intricate. Trial Balance—how taken, what facts are shown, analysis of. Balance Sheet, showing financial standing—how made, net worth or insolvency, relation of resources and liabilities to profit and loss. Introduction and study of modern features and processes of accounting—column journals, column cash books, invoice books, sales books, bill books, and various other supplementary or auxiliary books used by modern business houses.

The course in bookkeeping to be supplemented by daily practice in actual office routine in the various shops and offices of the school.

Commercial Correspondence and Penmanship Forms in use in the various kinds of business letters. Critical study of business papers. Theoretical work to be supplemented from time to time in writing actual business letters for the school and school officers—from dictation, as well as original composition from given facts. Practice in copying letters on letter press and study of importance of preserving copies of letters. Study of various methods of filing letters and papers.

Commercial Law and Business Papers *Contracts*.—Construction, arrangement, essential elements of, general law bearing on them, persons competent to make them, etc.

Partnership.—Advantages and disadvantages of, rights, duties, liabilities, dissolution.

Corporations.—Advantages, formation, power, directors, stockholders, laws governing them, various kinds.

Agency.—How created. Principal.—his duties, rights, and liabilities. Agent.—his duties, rights, and liabilities.

Negotiable Paper.—Notes, money, drafts, checks, laws and customs regulating same, endorsements, form of paper, essential requisites, protest, duties of holder under various circumstances.

Legal Papers.—Deeds of Trust, Mortgages, Insurance Policies, Wills. General outline of requirements in drawing and warnings about making papers, etc. General talks concerning these and other business and legal papers.

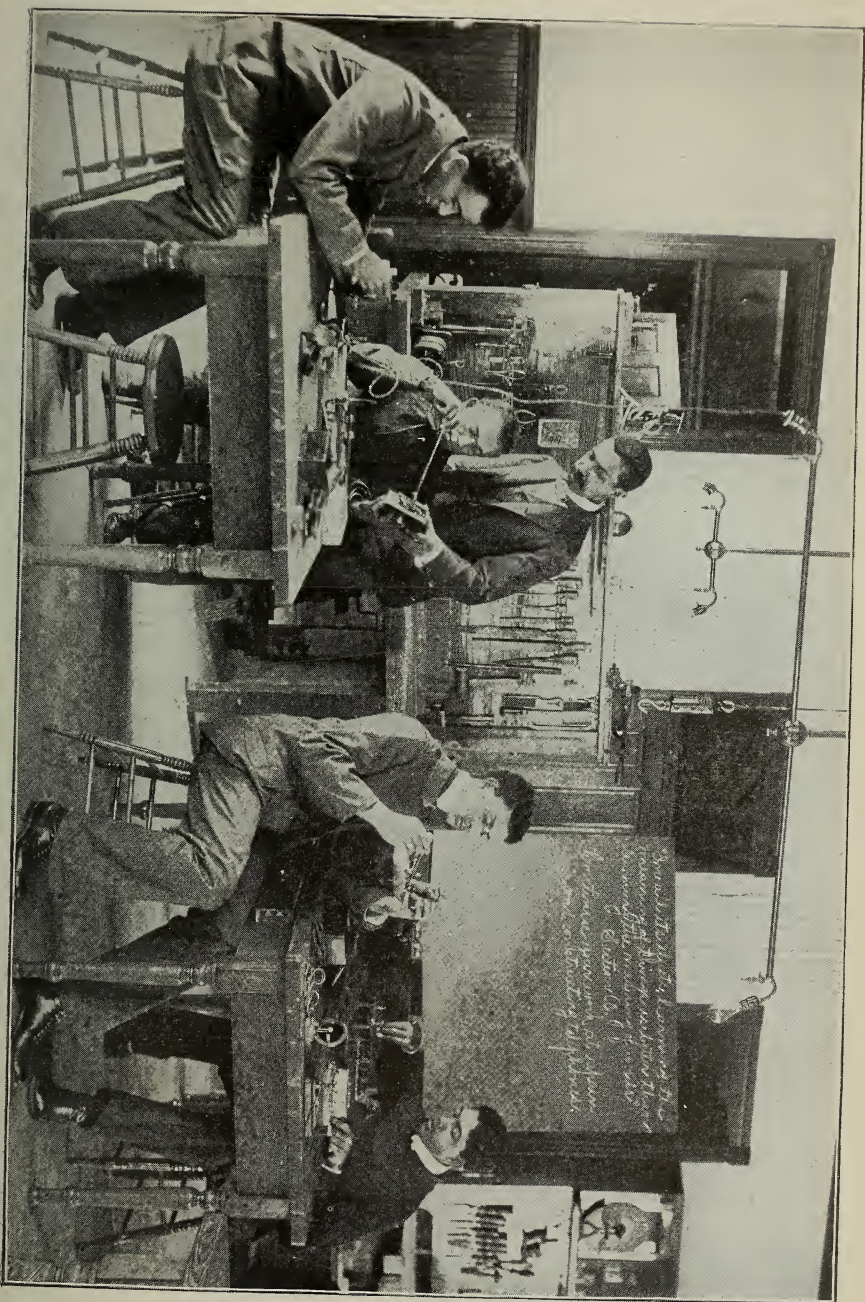
ELECTRICAL COURSE

A technical and practical course in the useful applications of electricity, comprising wiring for electric bells, lights, etc; construction and management of telephones, dynamos, and motors; management of small electric plants; electrotyping and electroplating; telegraphy; construction and repair of electrical devices in general use.

The aim of the course is to prepare handy workers in electricity.

The apparatus of this course includes the electrical instruments, devices, etc, which are found in daily use.

The physical laboratory is furnished with a complete electrical plant.



Making and Repairing Telephones

DEPARTMENTS OF INDUSTRIAL TRAINING

AGRICULTURAL COURSES

Methods of Instruction

Instruction in the several courses is given by means of text-books, lectures, and practice work; classroom work is illustrated by means of specimens, models, charts, photographs, etc. As far as possible each student is required to put in practice the principles taught in the classroom.

Students taking the courses in agriculture will be required to put a certain number of hours each week into recitation, study, drawing, and practice work.

Work

Practice will be an important and prominent feature of the course, and for pure practice the student will receive no wages. After meeting the requirements as to recitation, drawing, practice, etc, the student will be given an opportunity to do necessary work in the department, and will be paid therefor according to his ability and the actual time spent in doing the work, being thus enabled to earn something toward paying for board and incidental expenses. Tuition will be free.

Equipment

Twenty acres of land have been devoted especially to practice work. Four acres of this have been laid out as a small model farm. Ten acres have been planted with small and orchard fruits and the remainder is used for experiment and illustration in the growing of farm, truck, and garden crops.

In the new Domestic Science Building the department of agriculture has six large rooms, a museum and lecture room, a laboratory for chemistry and physics, a laboratory for botany, horticulture, and entomology, a farm laboratory, a dairy, and a farm engineering room. The department has also two greenhouses.

Aside from these the Institute has two large farms, which together cover about seven hundred acres, equipped with buildings, dairy stock, horses, hogs, and poultry.

I.

AGRICULTURE NO. I.

The details of this course will be found on page 58.

II.

ELEMENTARY AGRICULTURE

This course is required of all students who take the academic course. The details of the course will be found on pages 23-36.

For the benefit of those who are unable to spare the time for the three years' course in agriculture a number of shorter courses in agriculture, horticulture, and dairying have been arranged as follows.—



Laboratory Work on Plants

III

AGRICULTURE NO. 2

Length of course, one year

English branches as taught in the academic course. Mechanical drawing. Manual training.

Agriculture *Chemistry of soils, plants, animals.*
Soils.—Origin, physical properties, tillage.

Drainage.

*Manures and Fertilizers.**Farm Crops.*—History, uses, culture.*Farm Stock.*—Breeding, selection, management, diseases, principles of feeding, feeding stuffs, soiling of stock.*Farm Accounts.*—Business forms, etc.

Filling a Silo by Hand

Farm Buildings.—Barns, stables, silos.*Farm Management.*

IV

HORTICULTURE

Length of course, one year

English branches as taught in the academic course. Mechanical drawing. Manual training.

Horticulture *Botany.*—Structure and habit of growth of plants. Modification of plants by soil.*Propagation of Plants.*—Seeds, cuttings, grafting.

Gardening and Trucking.—Soils, varieties, crops, culture, marketing, growing vegetables under glass.

Fruit Culture.—Orchard and small fruits, propagation, planting, pruning, spraying, care, marketing.

Floriculture.

Ornamental Gardening.

V

DAIRYING

Length of course, one year

English. Mechanical drawing. Manual training.

Dairying *Dairy Stock.*—Breeding, care, management.
Dairy Bacteriology.

Milk.—Composition, sterilization, pasteurization, care, testing, creaming.

Butter.—Ripening the cream, churning, working, packing, marketing.

Cheese Making.

Dairy Apparatus.—Separator, churn, butter workers, cream vats, etc.

VI

AGRICULTURE NO. 3

A summer course in agriculture

See Summer Institute Course of Study.

TRADE COURSES

ARMSTRONG AND SLATER MEMORIAL TRADE SCHOOL

Courses Offered The Trade School offers courses in the following departments.—Carpentry. Painting. Wheelwrighting. Blacksmithing. Machine work. Tailoring. Bricklaying. Plastering. Shoemaking. Harness making. Steam Engineering.

The advantage of entering the Trade School is that one can take up a trade by logical and systematic steps from beginning to end. Each department is free to teach fundamental principles, by the careful application of which to commercial work, and by constant drill in the use of tools, it is believed the student has a far better chance of a well-rounded training than under the apprenticeship system.

In addition to the above there is great opportunity for experience in the various productive industries on the school grounds. These industries are directly under the control of the Institute and are open to the Trade School students, who are expected, as a part of their respective courses, to spend in them a portion of their time. The Trade School, through the munificence of its friends, has one of the best equipments of tools and appliances to be found in the country, and tries to carry out Hampton's underlying thought of providing such an education as will be a help not only to the individual but through him to his race.

Requirements Every Trade School student is required to devote nine hours a day to his trade and two hours to recitations in the night school. He is subject in every way to the general rules governing the Institute as found in another part of this catalogue.

Admission Applicants for admission to the Trade School must be not less than sixteen years of age and able to pass the entrance examinations to the Academic Department. (See page 17.) Other terms of admission will be found on page 18.

Length of Course Each Trade School course is three years, a portion of which may be spent in some of the outside industries. The following lines are taken up:—1st, Actual work at the bench; 2nd, Instruction in the kinds, grades, and prices of materials used; 3rd, Mechanical drawing, which, as

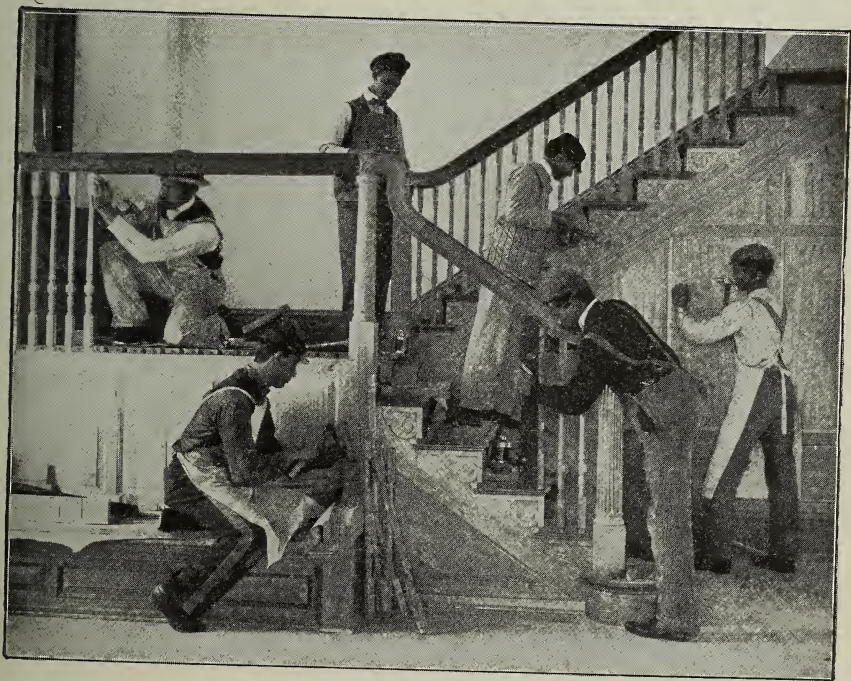
far as possible, bears on each trade; 4th, Drill in competitive labor.

The academic or night school work consists of drill in arithmetic, language, science, geography, history, penmanship, etc.

Certificate A certificate will be given to every student who satisfactorily completes the required amount of work in any of the Trade School courses. It is distinctly understood, however, that the certificate will be given for attainment in skill rather than for length of service.

COURSE OF INSTRUCTION

Carpentry Each carpentry student has a bench containing a very complete kit of tools, the use and care of which he is carefully taught by exercises in planing, nailing, boring, sawing, glueing, making joints, etc. When a



Carpenters at Work on a Stairway

certain proficiency is reached, a house or barn is erected either inside or outside the Trade School, and each boy has an opportunity to apply what he has learned to actual house construction in such

exercises as.—Laying off foundations, including running lines, setting batters, leveling, and squaring. Laying off, framing, and putting into place the framework of a house; as sills, studding, floor joints, plates, and rafters, including hip, valley, and jack rafters. Closing in and exterior work; as sheathing, shingling, weather boarding, putting on cornice, making and setting door and window frames, scroll and ornamental work, porch and piazza work, and step building. Interior work; as laying floor, casing openings, making and hanging sashes, blinds, and doors, wainscoting, mantle work, stair work including newels, rails, and balusters; laying out and constructing stairway. Miscellaneous work; as fence building, truss construction, etc.

All exercises are worked from drawings.

Lectures with incidental study will be given on topics connected with the trade; as foundations, chimneys, trusses, mouldings, hardware, painting, and glazing, wood and other materials.

An excellent opportunity is afforded to study the manufacture of lumber from the log to finish as the Institute owns and operates a large saw and planing mill with dry kilns and the various machines for the manufacture of building lumber.

The room in which painting is taught is fitted up with twelve booths, each one of which represents a good-sized room. One side of each room is made up like the outside finish of a house, so that in every booth there is a chance to learn something of outside painting and kalsomining. On the walls of the main room is ample space for brick pencilling, stencilling, and other forms of decoration.

Outside Work.—

The members of the Trade School paint class are allowed to supplement their training by work in the Institute paint shop which is in another part of the grounds. From this shop they are sent out as regular painters to the various buildings, some sixty in all, that belong to the Institute, a plan which provides as good an opportunity of applying the trade as could well be found. Enough will be given in this course to enable the student to become an intelligent painter of houses—and instruction will be given besides, to a limited extent, in graining, hard-wood finishing, kalsomining, and frescoing.

The theory of paints, their manufacture and adulteration; and lessons on the mixture and harmony of colors will be given as time may permit.

Carriage Painting may be taken if desired.

**Bricklaying
and
Plastering**

In this as in the carpentry and painting course, the greatest stress will be laid on plain house work, including foundations, walls, arches, and chimneys. The course of instruction is as follows.—

Bricklaying—Proper use of the ordinary bricklayer's tools; making mortar beds and boards, building scaffolds, screening sand, slacking lime, use of coloring material, selecting brick, choice



Class in Bricklaying

of lime and sand, spreading mortar, use of cement, cleaning brick; brick pavement, laying foundations with footings, using bond rod, English and Flemish; use of stretcher, headers, halfheaders, rowlocks, and ties; laying piers, setting window and door frames; laying pressed brick front, trimming joints with pointing trowel and straight edge; laying off and building arches, square, banded, gothic, circular, and inverted; building chimneys and stacks, square, round, and octagon; ornamental work, terra-cotta and tile work; laying drain pipes, culverts, wells, and cisterns; cleaning walls with

acid; setting bake oven and boiler; fireplace work, and arched roof work, barrel and dome.

Plastering—Making mortar and putty, use of hair; lathing; plastering walls and ceilings; plastering to grounds and to finish; scratch coating, second and third coating; floating, hard finish, sand finish; stucco work; and running cornice.

Lectures will include the general subjects relating to building, as in the carpentry course, and other topics especially connected with bricklaying and plastering.

House Build- This course is arranged to combine a knowledge of
ing carpentry, bricklaying, plastering, painting, metal roofing, and gutter work; and the courses of instruction will be abridged from the respective departments in which the student is employed. This department is designed for young men who may wish to settle in small communities where a knowledge of several different trades will be of benefit or for those who wish to become contractors and who desire a general knowledge of the whole building trade.

Wheelwright- This course is intended to fit one to be able to han-
ing dle the work that is found in the ordinary country or city shop, after taking which the student is expected to be able to build a farm wagon or a plain carriage from beginning to end.

An opportunity is given for a partial course in blacksmithing to go with this course, so that at least the student will know what is needed to properly iron up his work. It is well, too, for the wheelwright to know something of plain carriage painting, and we advise taking an extra year in the paint shop, if it can be afforded.

Instruction begins with the care and use of the general wheelwright's tools, in working out the common processes and principles of woodwork, following the course given in carpentry. (See page 69.)

There then follows the application of these principles in constructing the parts of a wheelbarrow, as handles, bars, legs, spokes, and rims, and putting the same together; laying out and making the parts of cart frames, as sills, standards, and rails; riveting and bolting together, laying out and making ribbed wagon body, framework, and panels; laying out and constructing wagon gear, including perch, head block, and axle bed, the platform gear, with futchels, bed piece, splinter bar, spring blocks, and circle

blocks for fifth wheel; carving scrolls on spring bars, side bars, and head blocks; making shafts, including bending; making cart-wheel, including shaving spokes; working out rims; laying out and mortising hub; and putting the parts together. Exercises are worked out from drawings.

Lectures and study on vehicles, wood, and other material used, iron-work as applied to wheelwrighting, carriage painting and trimming, and other topics connected with the trade.

Blacksmithing Instruction is given in the care of fire, the best fuels, proper heat; care and use of the general blacksmith's tools, including the working out of the following processes.—Drawing out, upsetting, bending, twisting, punching, cutting off, squaring up, scarfing, welding, brazing, case-hardening, tempering, annealing, heading and threading bolts, making and tapping nuts, riveting, hack-sawing, tire-setting. These processes receive further application in the following.—Forging staples, gate-hooks, hasps, anchors, cleats, hammers, eye-bolts, collars, chains, punches, wheel tires, springs, general carriage work, lathe tools, and horseshoeing. Work is done from drawings as far as possible.

Lectures on such topics as combustion of fuels, construction of metals, strength of materials, tempering and annealing, arrangement and equipment of shops, power forging, tracking of wheels, artistic forging, specifications, and estimates.

In addition to the above a department of scientific horseshoeing has been added and each student before he can finish his trade takes his turn at this work. The course in horseshoeing covers the following ground,—

1. Stripping and preparing foot to receive new shoe and nailing in place to give correct lines to agree with pastern and leg.
2. Making shoes from horseshoe iron, and special shoes to overcome difficulties with the feet such as corns, quarter cracks, contractions, etc.
3. Study of diseases of the feet and remedies which can be suggested through good shoeing.
4. Shoeing to overcome difficulties in the gait such as interfering, kneeknocking, stumbling, etc.

The course of instruction in the machine shop is as follows.—

Machinist's

Trade

1. *Vise Work*.—Instruction will be given in laying out work to drawings and in the proper use and care of tools, as the chisel, square, file, scraper, and hack-saw. The exercises include cape chiseling, broad chiseling, roughing out with file, filing to a line, draw filing, finishing, squaring up, polishing with file and emery cloth, hack-sawing, bolt threading, nut tapping, scraping, plane surface fitting, slide fitting, riveting, keyway cutting, tool-making, as dividers and calipers. In addition to the above, each student is given some instruction in forging chisels, lathes, and plane tools, annealing, and tempering.



In the Machine Shop

2. *Special lathe work*.—This includes small drilling, tapping, knurling, filing, and polishing. A course is given in hand tool work such as small screws, thumb nuts, binder posts, and handles.

3. *Drill press work*.—This includes drilling to given depths, blocking out with drill, center drilling, countersinking, counterboring, etc.

4. *Shaper and planer work.*—Cutting off work, planing to dimensions, squaring, inside work, bevel planing, inside keyway, planing T slots, and work requiring the use of surface gauge.

5. *Lathe work.*—Proper use of the lathe, straight cutting, shoulder cutting, tapers, eccentrics, chuck and face plate work, cutting thread (inside and outside), use of boring bar, polishing, use of centre rest.

6. *Care of tool room.*—The check system is used in issuing tools and the students take turns in the care of this room, which includes keeping the tools in order.

7. *Repair work.*—The greater part of the repair work from the saw and planing mills and from other departments on the grounds is done by the students, which gives an excellent opportunity for practice.

8. *New work.*—A speed lathe and emery grinder have already been built by students. Also many new tools, jigs, and special machines. This year it is expected that a small marine engine will be built, beside some other special tools.

Steam Engineering This course embraces.—*First.*—Care and management of boilers, including building, stoking, drawing and banking fires, regulating draught, water supply, and steam pressure, using injector, inserting water gauges under pressure, blowing flues, scraping or cleaning tubes, safety valve adjustment, patching and caulking boilers, inserting and expanding boiler tubes, packing valves.

Second.—Practice in running and caring for engines, making steam connections, setting slide valve, giving proper lap and lead, setting eccentric, arranging for the proper cutting off, filling oil cups, speeding governors, fitting belts, lining up, taking indicator cards, and calculating indicated horse power.

This course is intended to fit men to run boilers or engines in connection with mills, electric light plants, farms, etc.

Harness, making and Carriage Trimming In this course students are taken through the processes or steps leading to the making of various kinds of harness and to carriage trimming, following which, application of the processes is given on harness and carriage work. Instruction and practice are given in mak-

ing threads, cutting, skiving, and rounding edges of strap, punching, putting on loop and buckle and stitching same, making simple parts of harness, as hame strap, breeching strap, and girth.

Second.—Making folded bodies, including making and using patterns in cutting lays, stitching, straight and figured creasing, skiving and sewing up waved and straight raised lays, applying these in breeching, girth, breast collar, lacing in soft cheek loops, etc.

Third.—Practice in saddle work—as in express, buggy, or couple harness, using tree, cutting skirts from patent or harness leather or cloth, covering reed and binding saddle, stuffing with hair, tufting, stitching, putting in billets and terrets.

Fourth.—Practice on round work such as gag, face, and winker rounds, round hip strap, trace, rein, and bridle.

Fifth.—Practice in cushion work, trimming shafts, leathering dashers and fenders, making falls, lazy back cushions, etc, work on buggy and extension tops, carts, saddle, and other harness and carriage work.

Lectures and study on leather, kinds and styles of harnesses, drafting harnesses, estimating cost, etc.

In this course practice and instruction are given in
Shoemaking the steps leading to the production of a shoe, as follows.—

First.—Making waxed ends, using bristles, proper position for stitching, use of the awl, practice in sewing, cutting, shiving, and putting on patches with cement, nailing and pegging soles, sewing welt to upper, sewing sole to welt, using sewing machine in stitching upper leather, putting in lining, punching and putting eyelets and hooks, taking old shoes apart, learning the names of parts and the methods of putting them together, practice in cutting lifts and soles, making rands, welts, and counters, finishing edge, sandpapering, buffing and coloring soles, lasting (using slips for upper).

Second.—Cutting uppers by pattern, stitching, lasting, bottoming and finishing a pegged shoe of ordinary grade.

Third.—Measuring foot, fitting last, developing patterns, selecting stock—as uppers, soles, counters, felt, thread, etc. cutting out stock, and making sewed shoe to measurements.

Tailoring Applicants for this trade will take up work as follows.—

First year.—Technical work in sewing. Free-hand drawing. The study of woolens, with occasional talks on business methods and etiquette.

Second year.—Sewing. Free-hand drawing. The study of fabrics. Study of the cost of garments. Practical examples in estimating materials and cost of suits. Study of the form. Drafting by actual measurements. Alterations.

Third year.—Test of the student's executive ability, and special practice and instruction in the details of running a successful business. Practical talks will be given from time to time in regard to the purchase of goods. During this year as much productive work as possible is given the student.



Domestic Science Building

The following is a list of some of the details of the course.—
Correct position of workman, proper method of threading needle, position of needle and thimble while sewing, practice in machine running, care of machine, stitching used in making a suit of clothes,

—as plain basting, close basting, seaming or full back stitch to one sixteenth, side stitch, felling stitch, serging, herring bone, feather edge, making button holes, cord, flat, round, and feather edge, sewing on buttons of different kinds as the neck, eyelet, and flat face.

Application of these processes is given in parts of garments. First, practice on parts of pantaloons, as hip pocket, side pocket, top pocket, watch pocket, button fly, button hole fly, waist band, pant straps, turning up bottom, filling in parts of the trimming, seat lining, protection in the bottom, front pant buckle, pressing, shrinking, and taking out supressions. These principles are applied in making a pair of pantaloons. Application is then given of the simple processes in the part of a vest, as in making welt, patch and faced pocket, putting in stiffening, stay tape to hold front, making and putting on collar, back strap, and buckle, joining back and front, after which a vest is made. Application of processes follows in parts of a sack coat, as flaps, cash, and ticket pickets, breast pockets, inside and outside, putting in canvas, stay tape, sleeve vent and cuffs, fitting trimming, fitting sleeve and adjusting fullness, regulating looseness of lining, padding, springing of shoulders, and pressing of seams, top and bottom collar, stitching around edge, and necessary pressing.

These principles are then applied in a sack coat.

In repair work practice is given in patching, darning, splicing, inserting round, square, and triangular patches to match stripes, putting on braid, half and half, flat and cord, scrubbing, cleaning, pressing, and sponging.

Taking measurements and drafting garments are associated with the training. This includes the use of straight and curved lines and the fitting of ends and notches to secure the correct results.

Mechanical Drawing

The course in mechanical drawing is given as a part of the training to all Trade Students. Tailors, shoemakers, harness-makers, and painters have free-

hand drawing in addition.

The drawing is arranged with a view of giving the student a general knowledge of working drawings, preparing him to interpret intelligently drawings placed before him, and to cultivate his ability to make working drafts, plans, elevations, and sections of tools, buildings, machines, wagons, and other work in the line of his trade, and to build according to the same.

The course comprises.—

1. a. The study of projection—plans, elevation, and sections.
b. Practice in free-hand sketching (projectives).
2. Spacing and drawing straight and curved lines.
3. Making joints.
 - a. Between straight lines.
 - b. “ “ “ and curves.
 - c. “ “ curved lines.
4. Making block letters.
5. Geometrical problems.
6. Drawing plans, elevations, and sections (a) from the object itself, (b) from other drawings, (c) from memory or original design.
7. Getting out bill of materials and estimating cost of some pieces of work actually done.
8. Designing and estimating.

Cabinet Making The course in cabinet making is open to a limited number of applicants who can show special need and aptitude for this particular trade. The first year is spent in going through the principles of carpentry and joinery. Then follows a course in wood turning, wood carving, study and design of furniture, repairing of furniture, and the actual construction of cabinets, tables, bookcases, etc. French polishing, staining, finishing of woods are also introduced.

It is in general understood that student entering one of the above Trade School courses will confine himself to his particular line of work throughout the course. Legitimate combinations of the various courses are permissible when approved by the officers of the school. For instance wheelwrighting and blacksmithing could be combined, also harness and shoemaking, and carpentry, bricklaying, plastering, and painting, (See House Building Course.)

ADDITIONAL TRADE COURSES

In addition to the courses offered in the Trade School, apprentices are taken in the following courses in connection with the school industries. The number received in this way is limited.

Tinsmithing Instruction will be given in the care and use of tinner's tools, working out the processes entering into general tin work—as roof covering, conveying of water, manufacture of tin ware, setting up stove, and pump work. It will include pattern cutting, folding on break, soldering, riveting, brazing, burring, double seaming, forming on rollers, hand seaming, beading, bending, and mitering.

Enough practical work is found on the school grounds to give good drill in the many applications of the tinner's trade.

Printing Applicants for this trade must pass the examination for entrance to the Middle Class.

Instruction and practice are given in presswork, including making ready and running jobs on small job press; at the case in plain composition—as learning cases, sizes, and faces of types, proper position for holding composition stick, setting type, justifying, emptying stick, and putting on galley; leading, arranging in chase, locking up, proving and correcting proof, cleaning and care of type, distributing dead matter, etc, reading proof, making ready and running cylinder press; check and order book binding, book composition, and imposition.

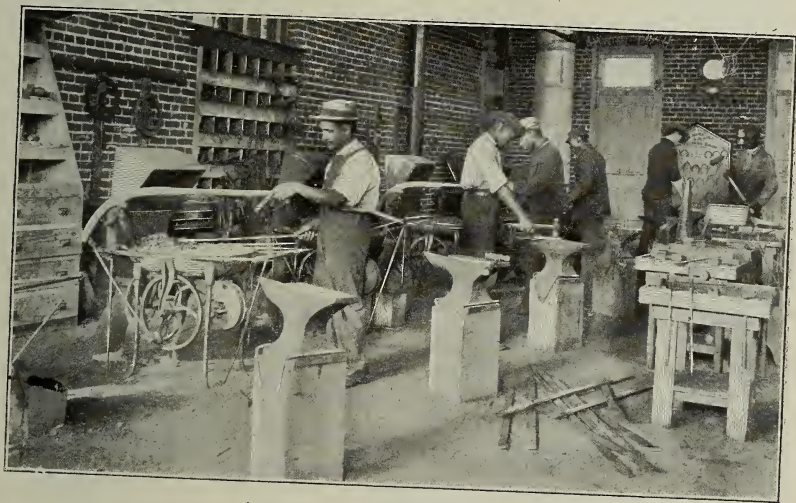
Application of these principles is given in the varied work of the printing office, as setting and printing note heads, bill heads, circulars, envelopes, posters, bills of fare, tabular work, blanks, color work, tablet binding, etc.

Lectures, reading, and study will include topics connected with general printing—as, stereotyping, electrotyping, various processes of cut making, estimates, stock, etc.

DEPARTMENT OF PRODUCTIVE INDUSTRY

These industries are conducted as business enterprises and are open to students who have passed a year in the Trade School, or Training Department. (See pages 68-80).

They afford the opportunity of learning how productive industries are managed, of making practical application of the principles learned in the Trade School, and incidentally of earning wages. They also furnish some opportunities for skilled labor to young men working for credit to enter the Day or Trade School.



A Corner of the Blacksmith Shop

Wheelwright and Blacksmith Shop This shop, with its two departments, is engaged in manufacturing carriages, wagons, and carts for the school and for local trade, in general repair work, and in horseshoeing. The wheelwright department has an outfit of general wheelwright tools and benches and employs about eight workmen.

Tin Shop The tin shop has charge of the general tin and stove work connected with the institution—as the making and repairing of utensils, laying and repairing tin roofing, making and hanging conductors, making stove pipe, setting up stoves, and other shop and general outside repair work.

Tailoring Department

This department employs about twenty students. It furnishes the uniforms of the cadets, manufactures citizen's suits for school and outside trade, and does custom work in general, making yearly upwards of 1,500 garments. It also does scouring, pressing, repairing, and similar work for the school and for the outside trade, also the designing of patterns.

Shoeshop

The shoeshop is engaged in the manufacture of hand-made shoes, both work shoes and fine grade, pegged and sewed, for the school and for the outside custom trade, and in general repair work. It employs about nine students and has the ordinary outfit of tools and appliances.

Harness Shop

All the harness work of the school is done in this shop, including repairing and making new harness for farm work, driving, etc. Harnesses are also made to order for outside customers, and repair work is done for the public generally. Carriage trimming, as it is included in carriage repair work, is also done. The shop has the usual supply of tools and appliances and employs an average of five men.

Paint Shop

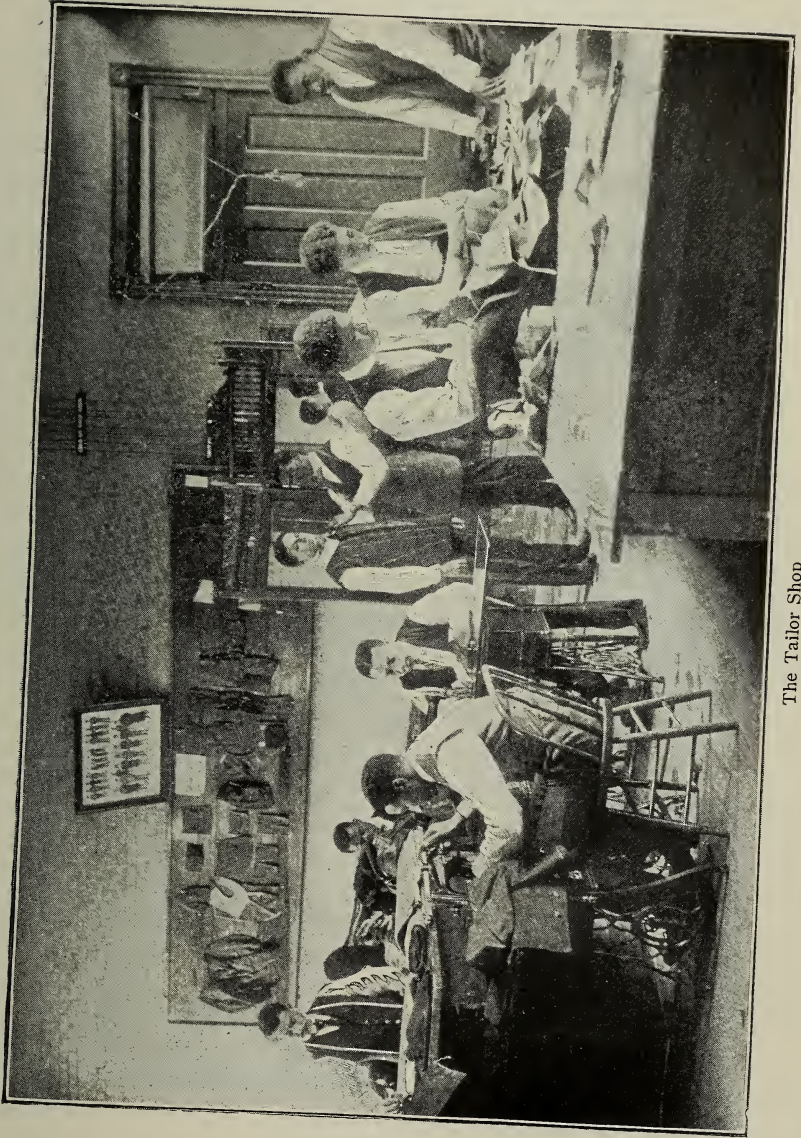
This shop does all the painting connected with the fifty buildings on the premises, both exterior and interior work, kalsomining and paper hanging; also the painting and finishing of the product of other shops, as carts, barrows, agricultural implements, furniture, sign painting and lettering; upholstery work on chairs and other furniture, mattresses, and the like. Employment is given to about ten men.

Machine Shop

This department employs about eight or ten students and carries on a general repair and jobbing business for the other departments of the school and the surrounding community.

Bricklaying and Plastering Department

All repairs to brick work, setting boilers, repairing flues, and bake ovens, making and laying of granolithic walks, plastering old or new buildings, comes under this department. About ten or fifteen students are employed. This year they are to lay nearly a million bricks in the addition to Virginia Hall, one of the largest buildings on the school grounds.



The Tailor Shop

The above industries except tinsmithing are carried on in connection with the regular Trade School Department and are managed by the teachers of the same.

The works comprise three departments—the saw-mill and lumber yard, the planing mill, and the carpenter and cabinet shop.

The sawmill is equipped with a band saw, steam feed and conveying rolls, and automatic trimmer and sasher; it employs about twenty-five men, and saws annually six million feet of lumber. This is brought to the mill in rafts, and after sawing is kiln-dried and shipped to various markets.

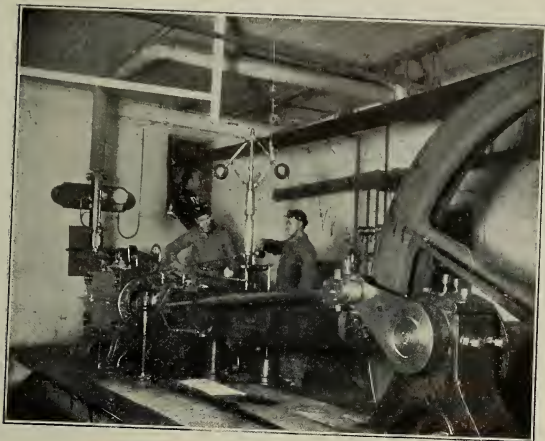
The planing mill, with its equipment of saws, planers, matching and moulding machines, is engaged in the manufacture of mouldings, flooring, ceiling, siding, and other house finishings for the general market, and employs about fifteen men.

The carpenter and cabinet shop employs about twenty workmen, and is engaged in the manufacture of window and door frames, sashes, doors, mantels, scroll work, and other interior and exterior finish, stair work, and cabinet work, chests, bookcases, tables, etc. It has an equipment of lathes, circular, jig, and band saws, buzz, and pony planers, boring, mortising and tenoning machines, cabinet benches and tools.

Yellow and white pine, poplar, and hard woods are used.

Carpenter and Repair Shop This shop is supplied with general carpenter's tools, circular and small saws, upright moulder, and mortising machine and employs about twenty workmen. It has charge of the general repair work of the buildings, of which there are upwards of fifty, and of the furniture connected therewith; manufactures new work—as easy-chairs, desks, tables, and other cabinet work, and does a portion of the new building.

Normal School Press The work of this department includes all the school printing, as letter heads, envelopes, circulars, catalogues, outside job work, two monthly publications, and one weekly paper. The equipment consists of two cylinder presses, two job presses, a lever and steam cutter, perforator, stabber, card cutter, and wire stitching machine. It employs about twenty men.



Student Engineers at one of the Mill Engines

Engineering Department This department has the care of the steam plant for furnishing the steam for power and heat, also of the water supply. It includes the management of nine boilers, the running of three large and four small engines, the heating of three dry kilns and nearly all the buildings on the premises, the running of the steam pumps connected with the water supply and sewerage, and the laying of water and steam pipes in both new and repair work. It employs an average of seventeen men.

Farming The land under cultivation comprises about 700 acres, 100 at the School farm and 600 at the Hemenway farm, five miles distant. Corn and oats are the principal crops, with some hay, potatoes, and other vegetables. The farms are stocked with 130 cows, 40 to 50 young cattle, 40 horses, and several hundred hogs and poultry. The product of butter, milk, and cream from the dairies is used in the school and supplies the local trade. Products from the greenhouse are largely shipped away, as are also other surplus products. Modern buildings, machinery, and appliances are in use at both farms.

Sewing and Furnishing Department This department supplies all the bed and table linen, towels, etc., needed by the school and fills orders for shirts and underwear for the young men, and for gymnastic suits, cooking aprons, etc., needed by the young women. It employs about fifteen seamstresses on full time.

House work Beside the work furnished incidentally in the previously named industries to students working for a credit balance, employment is offered, both to young men and young women in the various household departments and offices. Young men are employed as waiters, cooks, and helpers in the dinning-rooms and kitchens, janitors, laborers about the grounds, orderlies, etc. Young women can find work in the care of rooms and corridors, and in the large steam laundry where the weekly wash of the whole institution is done, and where the clothes of the young men are mended.

VACATION COURSES

Trade Courses The Trade School offers to boys from ten to seventeen years old who live in the immediate vicinity, instruction in the following trades during the months of July and August.—Manual training, carpentry, blacksmithing, wheelwrighting, and shoemaking. The students in these classes will be expected to come promptly at 9 o'clock every morning in the week except Saturday and work until twelve.

It is not expected in this summer course to turn out finished workmen, but it is hoped that the instruction will lead up to the taking of a full trade as a regular student at Hampton Institute, and that incidentally much useful knowledge will be acquired.

Sewing The children's sewing class meets for two hours each morning during July. The course includes the various stitches used in hand sewing. They are applied in the making of dolls' garments, the object being to train the hand and eye, and also to teach the beginnings of practical garment making.

Whittier School The gardens planted in the spring by the Whittier children will be cared for by them during the summer under the supervision of the agriculture department.

HAMPTON SUMMER NORMAL INSTITUTE

1899

July 5th to July 31st

The object of these institutes is to give the teachers of the public schools in the South a better preparation for their work. The authorities are specially careful to secure as instructors teachers of acknowledged ability, large experience, and eminent success in their respective subjects. These institutes prove of great advantage to the attending teachers, not only by increasing their knowledge of school management and modern methods, but also, and much more, by bringing them under the personal influence of leaders of thought and masters in teaching.

Hampton Normal and Agricultural Institute is an ideal place for such work and the authorities place its entire equipment at the service of the attending teachers.

From fourteen different states three hundred and sixteen teachers registered for the session of 1899. One hundred and seventy-five of these teachers pursued, besides the regular course, work in manual training, cooking, sewing, agriculture, upholstering, child study or simple business forms and methods.

The money to defray the expenses of these institutes is appropriated every year by the State of Virginia, the Peabody Educational Fund, and the Hampton Normal and Agricultural Institute.

SUBJECTS AND INSTRUCTORS.

Miss Belle Thomas, Teacher Cook County Normal School, Illinois.

Nature Work

Miss Maria L. Baldwin, Principal Agassiz School, Cambridge, Mass.

History and English Composition

Miss M. A. Goding, Teacher of English, Washington Normal School, Washington, D. C.

English and Primary Physics

Mr. W. B. Evans, Principal Mott School, Washington, D. C.

Arithmetic

Miss Florence V. Montrop, Ass't Supervisor Public Schools, Washington, D. C.

Primary Methods

Mrs. C. B. Dyke, Hampton Institute.
Geography

OPTIONAL SUBJECTS

Mr. J. H. Jinks, Teacher of Manual Training. Hampton Institute.

Manual Training

Miss M. I. McNear, Teacher of Cooking, Hampton Institute,
Cooking

Miss J. A. Weir, Teacher of Dressmaking, Hampton Institute.
Sewing and Dressmaking

Mr. W. S. Sweetser, Ass't Teacher of Agriculture, Hampton Institute.

Agriculture

Mr. Harris Barrett, Teacher of Business Course, Hampton Institute.

Simple Business Forms and Methods

Mrs. C. B. Dyke, Hampton Institute.

Child Study.

Mr. J. F. LaCrosse, Hampton Institute.

Upholstering

The mixed grade Model School was under the management of Miss Louise F. Bartlett, Assistant Supervisor of the Washington Public Schools.

There were Round Table meetings during the session under the direction of Mr. C. B. Dyke, Hampton Institute, at which the several instructors gave short talks on points of educational interest not covered specially in the courses.

It is the purpose of the Hampton authorities to make the annual sessions of this Teacher's Institute second to none in this country.

The classroom rather than the lecture system is followed in all subjects.

Certificates are given those teachers who attend regularly and complete the course satisfactorily.

Board and lodging for the four weeks, either on the grounds or in the town, costs ten dollars. This is the only charge made.

Aprons and caps for those taking cooking may be purchased for a small price at the school.

The Hampton Negro Conference held its annual session here

July 18, 19, and 20. This afforded an opportunity for the teachers to listen to the discussion of questions of vital interest by many of the most cultivated and scholarly men and women of the race.

CIRCULAR FOR 1900

We cordially invite attention to the Hampton Summer Normal Teachers' Institute for 1900.

The enthusiasm and earnest work of most of the teachers who attended the institute last year and the results which by reason of the instruction given them at that time they have accomplished in their own schools during the year, encouraging the authorities to make special efforts this year to increase the facilities and improve every feature of the institute.

Special pains will be taken in selecting the instructors with a view of presenting the most improved methods by able and experienced educators.

Courses will be given in the following subjects:

Psychology and its application to education, based on experimental work, English, Geography, Arithmetic, Physics, Nature Work, History, Drawing, Vertical Writing, Primary Methods, Child Study, Agriculture, Sewing, Cooking, Manual Training, Upholstery, and Simple Business Forms and Methods. The shops of the trade school will also be open for any who wish to do work at a trade.

The Hampton Negro Conference will hold its annual session here, July 18, 19, and 20.

The institute will begin July 5 and continue four weeks.

Board and lodging for the four weeks on the grounds and at some places in the town, will cost ten dollars. There is no other charge.

Ladies desiring to board on the grounds should apply early, since the accommodations are limited.

Applications should be addressed to Capt. Allen W. Washington, Hampton Institute, Hampton, Va. In the application state which of the optional subjects you desire to take; also whether board is desired on the grounds or in town.

A circular containing fuller particulars will be forwarded later.

HUGH M. BROWNE, Conductor.

Class Lists--1899-1900

DAY SCHOOL

POSTGRADUATE CLASS

Bradley, Ada	Buffalo, N. Y.
Cornelius, Elizabeth	Oneida, Wis.
George, Lucinda L.	Onondaga Castle, N. Y.
Gilbert, Lelia.....	Chicago Ill.
Jones, Lucy Lee.....	Ark P. O., Va.
Melvin, Mary E.....	Hampton, Va
Mundy, Genie A.....	Henderson, Ky.
*Pride, Anna L.....	Lynchburg, Va.
Quinney, Louise.....	Gresham, Wis.
Smith, Carrie C	Lynchburg, Va.
Splitlog, Inez.....	Cayuga, Ind. Ter.
Swayney, Arizona.....	Cherokee, N. C.
Wilson, Lulie V	Norfolk, Va.
*Wright, Julia O.....	Savannah, Ga.
Young, Ellen.....	Hampton, Va.
Clark, Edward E.....	Auburn, Ala.
Conway, Geo. K.....	Washington, D. C.
Gill, Lee A.....	Washington, D. C.
Isham, Chas. S.....	Richmond, Va.
Lewis, Edgar D.	Bristol, Va
*Mc Neil, Walter S	Bastrop, Tex.
Mc Niell, McKay..	Franklinton, N. C.
Moore, Levi V.....	Austin, Tex.
Pierce, John B.....	Greenville, Ala.
Powell, Clarence A.....	Tuskegee, Ala.
Randall, Chas. B.....	Belona, Va.

SENIOR CLASS

Barnette, Nannie.....	Lynchburg, Va.
Black, Youtha O	Lynchburg, Va.
Booth, Jennie D.....	Roanes, Va.
*Brown, Mary A.....	Deatonsville, Va.

* Left before close of term.

Cary, Estella M	Winifrede, W. Va.
Ferguson, Rebecca B.....	Charlottesville, Va.
Howard, Rosa V.....	Charlottesville, Va.
Marshall, Eva B.....	Huntersville, Va.
Mossom, Mary.....	Phoebus, Va.
Neal, Lottie F.....	Phoebus, Va.
Nottingham, Martha E.....	Cheapside, Va.
Oliver, Iola.....	Birmingham, Ala.
Parker, Rose O.	Hampton, Va.
Walker, Mary E	Hurtsville, Va.
Allen, Laurie L.....	Charlottesville, Va.
Barksdale, F. V.....	Dominion, Va.
Bevier, Robert S.....	Henderson, Ky.
Bolden, Thos. J	Sassafras, Va.
* Carr, Cornelius F.....	Calhoun, Ala.
Chappelle, Peter A.....	Berlin, Va.
Derricks, Jacob J	Samama, San Domingo, W. I.
Diamond, John C.....	Adriance, Va.
Dickerson, Chas. W.....	Bannister, Va.
Duncan, Chas. H.....	Greenville, Ala.
Johnson, John A.....	Petersburg, Va.
Jones, Edwin T.	Bedford Springs, Va.
Keen, Walter.	Danville, Va.
Lewis, Walter O.....	Charlottesville, Va.
Marable, Granville C.....	Brooklyn, Va.
Marshall, Ernest J.....	Baltimore, Md.
Morgan, Jake C.....	Fort Defiance, Ariz.
Mosby, J. W. H.	Negro Foot, Va.
Onque, Le Grand M.....	Jetersville, Va.
Pleasants, Alfred W.....	Lexington, Va.
Pursley, Thaddeus B.....	New York, N. Y.
Robinson, Henry B.....	Phoebus, Va.
Robinson, Benj. H.....	Florence, Ga.
Ross, Joseph.....	Pine Ridge Agency, S. D.
Starks, B. M.....	Eagle Rock, Va.
Thomas, Jas. H.....	Portsmouth, Va.
Tucker, Samuel T.....	Blackstone, Va.
* Washington, John W.....	Steelton, Penn.
Wilson, James N.....	Jacksonville, Fla.

MIDDLE CLASS

Anderson, Henrietta.....	Berkley, Va.
Archer, Eva.....	Berkley, Va.
Booker, Maggie G.	Phoebus, Va.

* Left before close of term.

Brothers, Emma	Bowers Hill, Va.
Carney, Blanche	Hodges. Ferry, Va.
Creekmur, Rachel	Gertie, Va.
Day, Lucy H.	Jetersville, Va.
Diuguid, Alla	Diuguids, Va.
Faulke, Alcora	Savage Crossing, Va.
Ferguson, Lettie	Charlottesville, Va.
Fuller Elenora	Norfolk, Va.
Goode, Mary M.	Boydton, Va.
Goodman, Martha	Bowers Hill, Va.
Ground, Lillian	Tonawanda, N. Y.
Harris, Lena	Phoebus, Va.
*Hilton, Evelyn G.	Earlton, Md.
Hobday, Lucy	Achilles, Va.
Hoffman, Sallie	Lexington, Va.
Hoffman, Catharine	Lexington, Va.
*Holmes, Lena R.	New Bedford, Mass.
Howard, Mary L.	Pittsburg, Penn.
Johnson, Isabel D.	Savannah, Ga.
Mackey, Daisy	Berkley, Va.
McMillan, Lucinda	Jacksonville, Fla.
Newman, Hattie G.	Charlottesville, Va.
*Norfleet, Louise	Norfolk, Va.
Norvell, Antoinette	Clifford P. O., Va.
Nottingham, Mary E.	Cheapside, Va.
*Parker, Julia	Fairfield, Va.
*Perry, Loretta	Goldsboro, N. C.
Peters, Bessie	Green Bay, Wis.
Pierce, Virginia C.	Greenville, Ala.
Powless, Cora M.	Oneida, Wis.
Quinney, Adele	Gresham, Wis.
Reade, Celia	Abingdon, Va.
Reese, Rosa A.	Haynesville, Ala.
Sampson, Athalia	Wilmington, N. C.
Seneca, Elenora	Versailles, N. Y.
Sheppard, Luverdie	Portsmouth, Va.
Smith, Caddie L.	Almagro, Va.
Stewart, Gertrude	Charlottesville, Va.
*Stroud, Mary L.	No. Adams, Mass.
Suarez, Ernestine	New Haven, Ct.
Thomas, Mary A.	Oneida, Wis.
Thompson, Margaret	Baltimore, Md.
Waterman, Jessie	Onondaga, N. Y.
*Wilson Essie	Norfolk, Va.
Yancy, Lillian E.	New Brunswick, N. J.
Yarborough, Mamie	Winston, N. C.

* Left before close of term.

Bailey, James A.....	Hampton, Va.
Bassett, Caesar S.....	Hampton, Va.
Bolling, Thos. A.....	Hampton, Va.
Brown, Geo. W. W.	Richmond, Va.
Cephas, Wm. E.....	Philadelphia, Pa.
*Clark, Jas. N.....	Petersburg, Va.
Cooper, Robert B.	Savannah, Ga.
Embry, Samuel.....	Stanford, Ky.
*Gant, Jas. B.....	Washington, D. C.
Glick, John.....	Verdel, Neb.
Harmon, Chester A.	Exmore, Va.
Hill, Willis M.....	Norfolk, Va.
*Holland, Wm. W.	Suffolk, Va.
Hooker, Jos. J.....	Hampton, Va.
James, Harold E.....	Hartford, Ct.
Johnson, Frank H.....	Phoebus, Va.
Jones, Mason W.....	Ft. Berthold, N. Dak.
Jones Adolphus B.	Niagara Falls, N. Y.
Lewis, Wm. E.....	Amsterdam, Va.
Lolorias, John M.....	Pima & Papago Ag'cy, Ariz.
Luck, Winston.....	Danville, Va.
Menkel, Alex. H.....	Gaboon, W. Africa.
*Moody, Walter E.....	Meriden, Ct.
Morton, Harry J.....	Langley, P. O., Va.
Noble, Paul H.....	Savannah, Ga.
Pinn, Samuel H.....	Eagle Rock, Va.
Pitchford, A. C.....	Jetersville, Va.
Pitt, Claudius N.....	Bowers Hill, Va.
Pride, Claiborne G.....	Lynchburg, Va.
Richardson, John L.....	Clay's Mill, Va.
Roberts, Jacob.....	Sacaton, Ariz.
*Robinson, Wm. H.....	Burwellsville, Va.
*Smith, R. B. H.....	Cheyney Shops, Pa.
Tatiyopa, Henry.....	Crow Creek, So. Dak.
Thomas, Homer.....	Brough's Mill, Va.
Ukipata, Edward.....	Ponca, Ind. Ter.
Washington, W. C.....	Roanes, Va.
West, Frank L.....	Macon, Ga.
*Whiting, Chas. H.....	Zanoni, Va.
Wolfe, Abel.....	Cherokee, N. C.

JUNIOR CLASS

*Adams, Nannie B.....	Danville, Va.
Adams, Lavinia.....	Oneida, Wis.

* Left before close of term.

Bagnall, Elnora.....	Hampton, Va.
Boggs, Sarah A.....	Baltimore, Md.
Brown, Florence F.....	Portsmouth, Va.
Brown, M Lelia.....	Morrisons, Va.
Brown, M. Lavinia.....	King Williams C. H., Va.
Burrows, Emma.....	Paloma, Ariz.
Calloway, Marinda B.....	Lynchburg, Va.
Carey, Nettie.....	Danville, Va.
Chaney, Virgie.....	Danville, Va.
Christian, Laura ..	Hinton, W. Va.
Cohon, Ethel.....	Suffolk, Va.
Conger, Sibyl.. ..	Yankton, So. Dak.
Daniels, Lucy.....	Roanoke, Va.
* Davis, Rosa.....	Augusta, Ga.
Doxtator, Eliz.....	Oneida, Wis.
Edmondson, Rosalie.....	Winton, N. C.
Edwards, Edna.....	Hartford, Ct.
Eubanks, Pattie H.....	Baltimore, Md.
Fisher, Ida R.....	Branchville, Va.
Fitchett, Valenia.....	Berkley, Va.
Gavin, Addie.....	Gilmerton, Va.
Harmon, Burnette.....	Hampton, Va.
Hight, Mary.....	Knolls P. O, Va,
Hogans, Callie D.....	Goldsboro, N. C.
Jefferson, Lena.....	Norfolk, Va.
* Jenkins, Mary A ..	Bristol, Ct.
Johnson, Pauline V ..	Baynesville, Va.
Lewis, Mattie.....	Lynchburg, Va.
Little, Alice V.. ..	Benefit, Va.
Lodge, Josephine.	Crow Creek, So. Dak.
Logwood, Emma.	New York, N. Y.
Marshall, Minetta.....	Huntersville, Va.
McCoy, Rupert.....	Berkley, Va.
Murray, Lorena.....	Rosebud, So. Dak.
Myers, Fannie E.....	Phoebus, Va.
Neal, Blanche	Phoebus, Va.
Nichols, Lubertha.. ..	Gilmerton, Va.
Packe, Clara.....	Hinton, W. Va.
Parker, Willie.....	Roanoke, Va.
Poodry, Fannie C.. ..	Basom, N. Y.
Pronty, Mattie S.....	Philadelphia, Pa.
Randolph, Ottie.....	Hampton, Va.
Rencher, Margery.....	Abingdon, Va.
Saunooke, Nancy.....	Murphy, N. C.
Shields, Bertha.....	Washington, D. C.
* Sengstacke, Mary.....	Savannah, Ga.
Skenandore, Marion.....	Oneida, Wis.

* Left before close of term.

Turner, Elizabeth.....	Raleigh, N. C.
Walden, Mattie	Winston, N. C.
Watkins, Sarah	Danville, Va.
Whiting, Daisy.....	Richmond, Va.
Yancy, Virginia.....	New Brunswick, N. J.
Archiquette, Robert S.....	Oneida, Wis.
Badger, Edwin W.....	Ft. Berthold, No. Dak.
Beauchamp, Peter H.....	Ft. Berthold, No. Dak.
Blanton, Joshua E.....	Rice's Depot, Va.
Briscoe, Wm. L.....	Winchester, Va.
Brooks, Wm. B. A.....	Columbia, S. C.
Brooks, Phillip F.....	Marshall, Va.
Brown, Clay J.....	Anadarka, Ind. Ter.
Cannady, A. F.....	Roanoke, Va.
Carey, Walter A.....	Darby, Penn.
Collins, John M.....	Bird's Nest, Va.
Cook, Chas W.....	Matthews C. H., Va.
Cooper, Thos C.....	Roanoke, Va.
Deveaux John H.....	Savannah, Ga.
*Dickson, Lewis B.....	Winchester, Va.
Doctor, Milo.....	Akron, N. Y.
Doxtator, Chauncey.....	Oneida, Wis.
Elm, Nathan.....	Oneida, Wis.
Ford, Geo. B.....	Summit P. O., Va.
Glick, Taylor.....	Verdel, Neb.
Gwynn, John L. E	Benson, Md.
Harris, Micajah.....	Ivy Depot, Va.
Lambert, Hugh N.....	Cherokee, N. C.
La Rock, Alex.....	Reserve, Wis.
Leeds, Henry T.....	Lower Brulé, So. Dak.
*McIntosh, J. E.....	Granite Falls, Minn.
Medicine Crow, Fred.....	Crow Creek, So. Dak.
Moten, Edwin D.....	Winchester, Tex.
*Overby, Robert B.....	McFarlands, Va.
Phillips, Solomon.....	Hampton, Va.
*Pinkston, Peter J.....	Mt. Meigs, Ala.
Printup, Horatio R.....	Akron, N. Y.
Ramsey, Jas. M. G.....	Richmond, Va.
Reeves, Edward F.....	Roanoke, Va.
Reid, Albert O.....	Gatesville, N. C.
Ross, Oliver C.....	Pine Ridge, So. Dak.
Ross, Owen D.....	Pine Ridge, So. Dak.
Scott, Adoniram.....	Hampton, Va.
Sheppard, Launcelot.....	Churchland, Va.
Smith, John E.....	Northwest P. O., Va.

* Left before close of term.

Spence, James H.....	Norfolk, Va.
Tate, Ezekiel G.....	Savannah, Ga.
Townsend, G. R.....	Donoho, S. C.
* West, Robert B.....	Hampton, Va.
Williams, Spencer F.....	Brant, N. Y.

PREPARATORY CLASS.

Archiquette, Irene D.....	Oneida, Wis.
Bailey, Ella	Danville, Va.
Bailey, Nancy.....	Tonawanda, N. Y.
Bear, Estella V.	Ft. Berthold, No. Dak.
* Bullock, Henrietta ..	Woburn, Va.
Cardwell, Queen V.	Concord Depot, Va.
*Coard, Annie ...	Accomac C. H., Va.
Cornelius, Jerusha.....	Onieda, Wis.
Crenshaw, Charlotte.....	Lamberts Pt, Va.
Cunningham, Annie.....	Danville, Va.
Doxtator, Eva	Oneida, Wis.
Doxtato, R Nancy.....	Oneida, Wis.
Doxtator, Jane.....	Oneida, Wis.
Gillette, Agnes.....	Ft. Berthold, No. Dak.
Hickman, Lillie A.....	Hampton, Va.
House, Eliza.....	Oneida, Wis.
Jarvis, Rosetta.....	Hampton, Va.
Logan, Emma	Winnebago, Neb.
Long, Lucy E.....	Winnebago, Neb.
Martin, Rebecca	Diuguids, Va.
Metoxen, Minnie	Sagola, Wis.
Metoxen, Tillie.....	Sagola, Wis.
Mitchell, Maggie J.....	Grand Junction, Col.
Mitchell, Lenora.....	Norfolk, Va.
Paige, Mary.....	Hampton, Va.
Patterson, Mabel	Tuscarora, N. Y.
Pembleton, Louisa.....	Cattaraugus, N. Y.
Perkins, Fannie.....	Ft. Berthold, No. Dak.
Phillips, Carrie	Poquoson, Va.
Pitulinni, Amy.....	Grand Junction, Col.
Poodry, Gertie.....	Akron, N. Y.
Poodry, Dora.....	Basom, N. Y.
Powless, Hattie B.....	Oneida, Wis.
Powless, Olive.....	Oneida, Wis.
Rogers, Stella	Ft. Berthold, No. Dak.
Ross, Minnie C.....	Manchester, Va.
Silas, Elsie E.....	Oneida, Wis.
Silverheels, Florence.....	Cattaraugus, N. Y.

* Left before close of term.

Sitting Bear, Hilda.....	Ft. Berthold, No. Dak.
Skenandore, Lillian N....	Oneida, Wis.
Sommers, Emeline.....	So. Oneida, Wis.
Stiles, Lottie.....	Ft. Berthold, No. Dak.
St. John Julia.....	Crow, Creek, So. Dak.
Surrounded, Jean D.....	Crow Creek, So. Dak.
Van Schoick, Cora.....	Little Utica, N. Y.
Webb, Lucretia A.....	Exmore, Va.
Webster, Ida.....	Oneida, Wis.
Witcher, Mary.....	Sago, Va.
*Andrews, Alfred S.....	Ft. Berthold, No. Dak.
Badger, Fred.....	Crow Creek, So. Dak.
Bear, Henry.....	Winnebago, Neb.
*Bear, John	Winnebago, Neb.
Bearheart, Alex	Lower Brulé, So. Dak.
Black Deer, Bruce.....	Winnebago, Neb.
Black Hawk, John.....	Winnebago, Neb.
Black Hawk, Joseph.....	Winnebago, Neb.
Carrington, Wm.....	Mt. Laurel, Va.
Clarke, Jas. W.....	Hico, Oklahoma, Ty.
Clement, Lewis T.....	Callands, P. O., Va.
Del Gardo, Raphael.....	Porto Rico.
Doxtator, Edward.....	Oneida, Wis.
Doxtator, Hyson	Oneida, Wis.
Elm, Elias.....	Akron, N. Y.
Firetail, Louis.....	Crow, Creek, So. Dak.
Fisher, Adam.....	Winnebago, Neb.
Frazier, Alfred.....	Santee Agency, Neb.
Hendricks, Fitz	Anadarko, Oklahoma.
Hill, Segayah.....	Cherokee, N. C.
Hughes, Chas. H.....	Lumpkin, Ga.
Hunter, John.....	Winnebago, Neb.
Jentons, John A.....	Madison C. H., Va.
John, Henry.....	Winnebago, Neb.
Johnson, Jos. J.....	Kenwood, N. Y.
Jordan, Chauncey.....	Onondaga Castle, N. Y.
Long, Wm. W.....	Cherokee, N. C.
Martin, Joseph D.....	Judas, Va.
Metoxen, Redmond.....	Oneida, Wis.
Morse, Santa A.....	Denbigh, Va.
Price, Frank B.....	Leroy, N. Y.
Ramon, Joshua C.....	Grand Junction, Col.
Richardson, M. C.....	Roanoke, Va.
Rippy, Clarence J.....	Brookfield Centre, Ct.

* Left before close of term.

Simpson, Albert H.....	Ft. Berthold, No. Dak.
Skenandore, Wm... ..	Oneida, Wis.
Skenandore, Sheppard.....	Oneida, Wis.
Skenandore, Elias.....	Oneida, Wis.
Skenandore, Willard.....	Oneida, Wis.
Webster, Albert.....	Oneida, Wis.
Webster, Lyman.....	Oneida, Wis.
Wheelock, Foster.....	Oneida, Wis.
Wilkinson, Joseph.....	Ft. Berthold, No. Dak.
Willis, Wm. T.....	Brunswick, Ga.

NIGHT SCHOOL

MIDDLE CLASS

Brown, Miranda.....	Roanoke, Va.
Jenkins, Lizzie.....	Warrenton, N. C.
Williams, Lillie.....	Richmond, Va.
Beverly, Robert H.....	Bull Run, Va.
Brambill, Geo. A.....	New York, N. Y.
* Bransford, Hugh L.....	Springfield, Tenn.
Brown, Thos. L.....	Atlee's, Va.
Chavious, Alonzo.....	Hillsboro, N. C.
* Cheeves, Albert.....	Macon, Ga.
Clement, Thos. J.....	Red Plains, Va.
Cobbs, Robert H.....	Lynchburg, Va.
* Cobbs, Leslie M.....	Danville, Va.
Coggins, Jas. L.....	Portsmouth, Va.
* Corbin, Henry.....	Washington, D. C.
Davis, Henry W.....	Palmer's Springs, Va.
Davis, Wm. R.....	Macon, Ga.
Davis, Robert C.....	Richmond, Va.
Edwards, Chas. J.....	Lune, Ala.
Edwards, Thos. J.....	Ridge, Church, Va.
Edwards, Jas. T.....	Cincinnati, O.
Engleman, Madison H.....	Hubble, Ky.
Farmer, Wm. B.....	Clay's Mill, Va.
Gaines, Morris C.....	Henderson, Ky.
Garland, Geo. M.....	Danville, Va.
Grant, Walton.....	Occupacio, Va.
* Gray, Franklin H.....	Maysville, Ky.
* Hamilton, Robert R.....	So. Boston, Va.
Harrison, Wm. H.....	Lima, Penn.

* Left before close of term.

Henderson, Louis R.....	Hampton, Va.
Hendrickson, Walter W....	Savannah, Ga.
Higgins, Geo. M.....	Danville, Ky.
Higgins, Chas. H.....	Danville, Ky.
* Howze, Alphonzo H.....	Coffeeville, Ala.
* Hursey, Frank A.....	Baltimore, Md.
Johnson, Southey G.....	Phoebus, Va.
Johnson, Thos. Sidney.....	King Wm. C. H., Va.
Jones, Chas. H.....	Spring Mills, Va.
Jones, Walter S.....	Portsmouth, Va.
Jones, Walter D.....	Richmond, Va.
King, Fred J.....	Achilles, Va.
* Lemon, Samuel D.....	Sassafras, Va.
Lewis, Roscoe C ..	Manassas, Va.
* Lockley, Wm. O.....	Cappahosic, Va.
Miller, Hezekiah.....	Wilmington, N. C.
Moore, Chas. M.....	Poolesville, Md.
Murray, Percival W.....	Brownstown, Jamaica, W. I.
* Oliver, Wm. R.....	Danville, Va.
* Parker, Moses G.....	King Geo. C. H., Va.
Pratt, Wm. C.....	Durham, N. C.
Puryear, Wm. J.....	Clarksville, Va.
Rhetta Boyd.....	Calhoun, Ala.
Robertson, James E.....	Roanoke, Va.
Roy, Robert H.....	Richmond, Va.
Scott, Thos. E ..	Crewe, Va.
Shields, Anderson W.....	Washington, D. C.
Skenandore, Anderson.....	Oneida, Wis.
Smith, Chas. E.....	North P. O., Va.
Taylor, Harry T.....	Key West, Fla.
Taylor, Robert T.....	Poortith, N. C.
Terry, David H.....	Danville, Va.
Triplett, Jas. T.....	Fredericksburg, Va.
Wade, John J.....	Stanford, Ky.
Webster, Isaac.....	Oneida, Wis.
White, Wm. T ..	Hobbsville, N. C.
Williams, P. J ..	Greenwood, S. C.
Williams, Jacob.....	Hampton, Va.
* Wingo, Andrew B.....	Amelia C. H., Va.

JUNIOR CLASS

Allen, Sarah M.....	Tunstalls, Va.
Alston, Nannie.....	Hampton, Va.
Archer, Clara.....	Berkley, Va.
Barksdale, Mae E.....	Montgomery, Ala.

* Left before close of term.

Barrow, Elnora.....	Macon, Ga.
* Bell, Ida K.....	Petersburg, Va.
Black, Annie B.....	Sewalls Point, Va.
Brinkley, Griselle O.....	Lands, Va.
Broadfield, Elsie V.....	Hampton, Va.
Brooks, Lille M.....	Richmond, Va.
Brooks, Dosie L.....	Desha, Va.
Bunday, Miley A.....	Norfolk, Va.
Burton, Rose E.....	Hampton, Va.
Canaday, Eliza J.....	Newport News, Va.
Carroll, Virginia L.....	Buckeystown, Md.
Catlett, Martha E.....	Hayes' Store, Va.
* Cawthorn, Lillian.....	Hixburg, Va.
Chaney, Lizzie O.....	Buckeystown, Md.
Cleaton, Josephine.....	Warrenton, N. C.
Cohen, Annie.....	Fallston, Md.
Cooper, Alcora E.....	Mapleton, Va.
Cradic, Addie E.....	Wayne, W. Va.
Creekmur, Eva.....	Gertie, Va.
Cuffee, Mattie L.....	Deep Creek, Va.
Evans, Lelia L.....	Westmont, N. J.
Green, Virginia K.....	Charlottesville, Va.
Greene, Bettie C.....	Haynesville, Ala.
* Harris, Edna B.....	Manchester, Va.
Harris, Annie L.....	Grace, Va.
Jackson, Fannie E.....	Davisville, Penn.
Jackson, Minnie B.....	Selden, Va.
Jacobs, Mary E.....	Bryantown, N. C.
Jeter, Gertie E.....	Newport News, Va.
Johnson, Blanche L.....	Hampton, Va.
Jones, Delcenia.....	Portsmouth, Va.
Jones, Maggie.....	Raleigh, N. C.
Keasley, Annie B.....	Stanardsville, Va.
King, Mary E.....	Achilles, Va.
Lavender, Florence.....	Ft. Deposit, Ala.
Leach, Minnie C.....	Pittsboro, N. C.
Lewis, Annie M.....	Matthews C. H., Va.
Moore, Irene R.....	Abingdon, Va.
Mosely, Sarah E.....	Deep Creek, Va.
Nelson, Ada.....	Raleigh, N. C.
Nicholas, Mary L.....	Abingdon, Va.
Nichols, Essie J.....	Gilmerton, Va.
Pack, Mary W.....	Hinton, W. Va.
Parker, Ida E.....	Newport News, Va.
Peniston, Mary E.....	Richmond, Va.
* Pitt, Susie.....	Bowers Hill, Va.

* Left before close of term.

Price, Bertie B.....	Calhoun, Ala.
Price, Frances.....	Summit, Va.
Pride, Bessie A.....	Lynchburg, Va.
Reid, Marian M.....	Bristol, Va.
Scott, Ossie L.....	Ehearts, Va.
Smith, Eliza M.....	Cambria, Va.
Starks, Bettie M.....	Mt. Meigs, Ala.
*Sykes, Hattie.....	Hampton, Va.
*Taliaferro, Frances A.....	Ordinary, Va.
Taylor, Mary A.....	Philadelphia, Pa.
Thomas, Lillian R.....	Falls Church, Va.
Wernham, Helena M.....	Hampton, Va.
White, Marguerite V.....	Suffolk, Va.
White, Eva.....	Hampton, Va.
Williams, Gussie V.....	Hampton, Va.
Wilson, Adeline.....	Gertie, Va.
Wilson, Virginia A.....	Gertie, Va.
Wilson, Mary E.....	Benefit, Va.
Wilson, Kate S.....	Churchland, Va.

Anderson, Jas. A. G.....	Amelia C. H., Va.
Archiquette, Solomon.....	Oneida, Wis.
Baines, Albert J.....	Churchland, Va.
Banks, John A.....	Phoebus, Va.
* Baker, John H.....	Pamplin City, Va.
Beloate, Jesse W.....	Onley Station, Va.
Bowman, Wm. E.....	Irmo, S. C.
Braxton, John C.....	Ballsville P. O., Va.
Brown, Wm. A.....	Roanoke, Va.
Brown, Moses H.....	Rio Vista, Va.
Bryant, Edward G.....	Savannah, Ga.
Bryant, Ira S.....	Savannah, Ga.
Buckner, Frank F. T.....	Achilles, Va.
Bullitt, Presley N.....	Louisville, Ky.
Byrd, Geo. E.....	Temperanceville, Va.
* Campbell, Ulysses M.....	Lettig, Texas.
*Campbell, Wm. R.....	Charleston, S. C.
Carter, Wm. Harry.....	Hillsdale, D. C.
Carter, James B.....	Hillsdale, D. C.
Chandler, Sandy L.....	Clay's Mill, Va.
Chandler, Alonzo.....	Hampton, Va.
Cherry, Homer.....	Lumpkin, Ga.
Christian, Wm. O.....	Richmond, Va.
Clarke, Arthur L.....	Savannah, Ga.
Clarke, Thos. C. C.....	Smithville, Va.
Conley, Shelby H.....	Mount Egan, Ky.

* Left before close of term.

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Cooke, Geo. W.....	Zanoni, Va.
Cornelius, Jesse H.....	Oneida, Wis.
Couch, John J.....	Chaise City, Va.
* Cralle, Jos. F.....	McFarlands, Va.
Crowder, John D.....	Petersburg, Va.
Cummings, Wm.....	Baltimore, Md.
Cunningham, Sanders P.....	Hillsboro, N. C.
Davis, Mack L.....	Lynchburg, Va.
Davis, John.....	Canton, Md.
Evans, Ferdinand D.....	Ware Neck, Va.
* Flow, Christopher.....	Harrisburg, N. C.
Ford, Robert E.....	Norfolk, Va.
Frazier, Fred.....	Bridges, Va.
Garner, Harvey R.....	Montclair, N. J.
George, Wallace K.....	Irving, N. Y.
Gilliam, Chester A.....	Clinton, Va.
* Goodall, John Wm.....	Philadelphia, Pa.
Goode, Giles G.....	Boonesborough, Va.
Hairston, McDuffie.....	Winston, N. C.
Hardemon, Geo. W.....	Winchester, Tex.
Hardwick, Clifford E.....	Savannah, Ga.
* Harris, Matthew J.....	Richmond, Va.
Hawkins, Richard C.....	Warrenton, N. C.
Hayes, Arthur L.....	Macon, Ga.
Hobday, Robert T.....	Achilles, Va.
Hodges, Wm. C.....	Churchland, Va.
Hogwood, Wm.....	Rice's Depot, Va.
Hopkins, John T.....	Salem, N. J.
* Jackson, John H.....	Lynchburg, Va.
* Jackson, B. F. W.....	Camden, S. C.
Johnson, Wm. B.....	Eufaulia, Ala.
Jones, Jas. W.....	Ware Neck, Va.
Lassiter, Amos A.....	Morrisville, N. C.
Lattimore, John T.....	Hampton, Va.
Layton, Benj T.....	Millwood, Va.
Lee, Alonzo B.....	Savage Crossing, Va.
Lee, Lewis..	Eastham, Va.
Lewis, Wm. C.....	Chester, S. C.
Lewis, Joseph A.....	Blenheim, Va.
Lewis, Douglass B.....	Tappahannock, Va.
Lone Wolf, Wm.....	Anadarko, Oklahoma.
Lovett, Almus A.....	Savannah, Ga.
Martin, Wm. H.....	Lynchburg, Va.
Mattocks, Allen B.....	Newport, N. C.
McKenny, Ernest F.....	Falls Church, Va.
McNeil, Berry R.....	Bastrop, Texas.

* Left before close of term.

McPhaul, Willis.....	Bastrop, Texas.
Meeks, Alonzo M.....	Owenton, Ky.
Morgan, Sandy.....	Richmond, Va.
* Mundin, Herbert C.....	Richmond, Va.
Myers, Geo. R.....	Savannah, Ga.
O'Kelly, John W.....	Raleigh, N. C.
Orr, James F.....	Lowrysville, S. C.
Palmer, Wm.....	Clay Bank, Va.
Paxton, John H.....	New York, N. Y.
Perry, Elmo L.....	Abingdon, Va.
Pree, Frank.....	Williamsburg, Va.
Privott, Woodard.....	Berkley, Va.
Riddick, Isaiah H.....	Princess Ann C. H., Va.
Rose, Allen N.....	Lexington, Va.
Ross, Edward A. T.....	So. Boston, Va.
Saunders, John E.....	Seldons, P. O., Va.
* Saunders, James E.....	Henderson, N. C.
Savage, Chas D.....	Metompinkin, Va.
Sawyer, Allen.....	Cherokee, N. C.
* Scott, Chas. H.....	Richmond, Va.
Scott, John W. J.....	Abingdon, Va.
Scott, Jacob L.....	Paces, Va.
Skenandore, Eli.....	Oneida, Wis.
Smith, Alex.....	Ark P. O., Va.
Smith, Chas. A.....	Everett, Mass.
Smothers, Nathan.....	Cambria, Va.
Stewart, Wm. H. H.....	Ivy City, D. C.
Stewart, Royal.....	Concord Depot, Va.
Strother, Rutherford H.....	Cambria, Va.
Suarez, Dorsey.....	Waterbury, Ct.
Taylor, Wm. R.....	Dougherty, Va.
Taylor, Wm. G.....	Hayes' Store, Va.
* Teasley, J. E.....	Cannon, Ga.
Thomas, David A.....	San Marino, Va.
*Thoroughgood, Wm. P.....	Norfolk, Va.
Truehart, David.....	Afton, Va.
* Tucker, John H.....	Baltimore, Md.
Turner, Howard.....	Boring, Md.
Wallace, John J.....	Lawrenceville, Va.
Ware, James.....	Seneca, S. C.
* Warren, Jas. W.....	Fire Creek, West Va.
Watson, Anthony D.....	Hawkinsville, Ga.
Watson, Robert T.....	Savage Crossing, Va.
* Webster, Wm. A.....	Philadelphia, Pa.
Webster, Isaiah.....	Oneida, Wis.
Wheaton, Benj. D.....	Concord Depot, Va.

* Left before close of term.

Williams, Jas. D.	Norfolk, Va.
Wisser, John P.	Newport News, Va.
Wizi, John W.	Crow Creek, So. Dak.
Wood, Chas. J.	Yancey's Mill, Va.
Worrell, Chas. D.	Portsmouth, Va.
Wright, Albert T.	Bastrop, Tex.
Wright, Andrew C.	Bastrop, Tex.
Wright, Frank V.	Amelia C. H., Va.
* Wyche, Chas T.	Phoebus, Va.
Younce, Seymour	Cherokee, N. C.
Young, John W.	Baltimore, Md.

PREPARATORY CLASS

Allen, Granville J.	Faber's Mills, Va.
Alston, Geo. W.	Durham, N. C.
Black, Waveriy W.	Blackstone, Va.
Blount, John T.	Smithfield, Va.
*Clark, Chas. D.	Maysville, Ky.
Conner, Geo. T.	Belle Haven, Va.
Downing, Ernest A.	Massey, Va.
Etheridge, Geo.	Hickory, Va.
*Foley, John A.	Thoroughfare, Va.
*Fox, Chas. H.	Savannah, Ga.
Gordy, Clarence G.	Salisbury, Md.
Harris, Haywood B.	Durham, N. C.
Holden, Lloyd H.	Bullbeggar, Va.
Ivery, Samuel.	Oxford, N. C.
*James, Chas. E.	Hampton, Va.
Jenkins, Henry W.	Béaufort, S. C.
Johnson, E. W.	Norfolk, Va.
Jones, Edgar P.	Cologne, Va.
Lee, Wm. H.	Lent, Va.
*Miller, Cagie H.	Glade Springs, Va.
Mitchell, Chas.	Stanford, Ky.
Money, Chas. T.	Kendleton, Tex.
Morton, Wm. A.	Langley, Va.
Oliver, Watt Stanley	Burkeville, Va.
Owens, Joseph S.	Gilmerton, Va.
Parsons, Willis O.	Princess Ann C. H., Va.
Plummer, C. W.	Redhouse, N. Y.
*Pollard, Leslie T.	Waterview, Va.
Ponds, Pierce	Newberry, S. C.
Poyner, Ananias	Northwest P. O., Va.

* Left before close of term.

Randall, Robert H.....	Norfolk, Va.
Ricks, Alex. W.....	Silverton, Va.
Shanks, Danville W.....	Akron, N. Y.
Smyly, Jos. F.....	Montgomery, Ala.
Sykes, Brutus C. J.....	Benefit, Va.
Tonkins, Jos. T.....	Achilles, Va.
Walker, Henry.....	Oxford, N. C.
Walker, Floyd M.....	Pamplin City, Va.
White, Frank M.....	Hicks Wharf, Va.
Williams, Christopher C.....	Hampton, Va.
Younce, George.....	Cherokee, N. C.

INDIAN STUDENTS

NORMAL CLASS

Name	Tribe	Reservation
Cornelius, Eliz.....	Oneida.....	Oneida, Wis.
George, Lucinda...	Onondaga.....	Onondaga, N. Y.
Quinney, Louisa..	Stockbridge.....	Stockbridge, Wis.
Splitlog, Inez.....	Seneca.....	Quapaw, Ind. Ter.
Swayney, Arizona ..	Cherokee.....	Cherokee, N. D.

SENIOR CLASS

Name	Tribe	Reservation
Morgan, Jake C.....	Navajo.....	Navajo, Ariz.
Ross, Joseph C.....	Sioux.....	Pine Ridge, S. D.

MIDDLE CLASS

Name	Tribe	Reservation
Ground, Lillian.....	Seneca.....	Tonawanda, N. T.
Peters, Bessie....	Stockbridge.....	Stockbridge, Wis.
Powless, Cora M.....	Oneida.....	Oneida, Wis.
Quinney, Adele..	Stockbridge.....	Stockbridge, Wis.
Seneca, Elnora.....	Seneca.....	Cattaraugus, N. Y.
Thomas, Mary Ann....	Oneida.....	Oneida, Wis.
Waterman, Jessie..	Onondaga.....	Onondaga, N. Y.
Glick, John O.....	Ponca	Santee, Neb.
Jones, Adolphus B..	Tuscarora.....	Tuscarora, N. Y.

Jones, Mason W....	Arickaree.....	Ft. Berthold, N. D.
Lolorias, John Miguel..	Papago.....	Papago, Ariz.
Roberts, Jacob	Pima.....	Pima, Ariz.
Tat'yopa, Henry.....	Sioux.....	Crow Creek, S. D.
Ukipata, Edward	Ponca.....	Santee, Neb.
Wolfe, Abel.....	Cherokee.....	Cherokee, N. C.

JUNIOR CLASS

Name	Tribe	Reservation
Adams, Lavinia.....	Oneida.....	Oneida, Wis.
Burrows, Emma.....	Yuma.....	Yuma, Ariz.
Conger, Sybil.....	Sioux.....	Yankton, S. D.
Doxtator, Elizabeth....	Oneida.....	Oneida, Wis.
Lodge, Josephine.....	Sioux.....	Crow Creek, S. D.
Murray, Lorena E.....	Sioux.....	Rosebud, S. D.
Poodry, Fannie C.....	Seneca.....	Tonawanda, N. Y.
Saunooke, Nancy....	Cherokee.....	Cherokee, N. C.
Skenandore, Marian..	Oneida.....	Oneida, Wis.
Archiquette, Robert S.	Oneida.....	Oneida, Wis.
Brown, Clay J.....	Wichita.....	Wichita, Okla.
Beauchamp, Peter H.	Arickaree.....	Ft. Berthold, N. D.
Badger, Edward W....	Arickaree.....	Ft. Berthold, N. D.
Doctor, Milo M.....	Seneca.....	Tonawanda, N. Y.
Doxtator, Chauncey...	Oneida.....	Oneida, Wis.
Elm, Nathan E.....	Oneida.....	Oneida, Wis.
Glick, Taylor W.....	Ponca.....	Santee, Neb.
La Rock, Alexander.	Chippewa.....	Court d' Oreilles, Wis.
Lambert, Hugh N....	Cherokee.....	Cherokee, N. C.
Leeds, Henry.....	Sioux.....	Lower Brulé, S. D.
Medicine Crow, Fred...	Sioux.....	Crow Creek, S. D.
Printup, Horatio R....	Seneca	Tonawanda, N. Y.
Ross, Oliver.....	Sioux.....	Pine Ridge, S. D.
Ross, Owen.....	Sioux.....	Pine Ridge, S. D.
Williams, Spencer F ...	Seneca.....	Cattaraugus, N. Y.

PREPARATORY CLASS

Name	Tribe	Reservation
Archiquette, Irene S...	Oneida.....	Oneida, Wis.
Bailey, Nancy.....	Seneca.....	Tonawanda, N. Y.
Bear, Stella G.....	Arickaree.....	Ft. Berthold, N. D.
Cornelius Jerusha.....	Oneida.....	Oneida, Wis.
Doxtator, Eva.....	Oneida.....	Oneida, Wis.
Doxtator, Nancy.....	Oneida.....	Oneida, Wis.
Doxtator, Jane.....	Oneida.....	Oneida, Wis.

Gillette, Agnes J....	Arickaree.....	Ft. Berthold, N. D.
House, Eliza.....	Oneida.....	Oneida, Wis.
Logan, Emma.....	Winnebago.....	Winnebago, Neb.
Long, Lucy.....	Winnebago.....	Winnebago, Neb.
Metoxen, Minnie.....	Oneida.....	Oneida, Wis.
Metoxen, Tillie.....	Oneida.....	Oneida, Wis.
Mitchell, Maggie.....	Mojave.....	San Carlos, Ariz.
Patterson, Mabel M..	Tuscarora.....	Tuscarora, N. Y.
Pembleton, Louisa..	Tuscarora.....	Tuscarora, N. Y.
Pitulanni, Amy.....	Apache.....	San Carlos, Ariz.
Poodry, Dora.....	Seneca.....	Tonawanda, N. Y.
Poodry, Gertie.....	Seneca.....	Tonawanda, N. Y.
Powless, Hattie.....	Oneida.....	Oneida, Wis.
Powless, Olive.....	Oneida.....	Oneida, Wis.
Rogers, Stella E....	Arickaree.....	Ft. Berthold, N. D.
Silas, Elsie E.....	Oneida.....	Oneida, Wis.
Sitting Bear, Hilda..	Arickaree.....	Ft. Berthold, N. D.
Silverheels, Florence..	Seneca.....	Cattaraugus, N. Y.
Skenandore, Lillian N..	Oneida.....	Oneida, Wis.
Stiles, Lottie R.....	Arickaree.....	Ft. Berthold, N. D.
St. John Julia.....	Sioux.....	Crow Creek, S. D.
Summers, Emeline, A .	Oneida.....	Oneida, Wis.
Surrounded, Jean D....	Sioux.....	Crow Creek, S. D.
Webster, Ida.....	Oneida.....	Oneida, Wis.
Badger, Fred.....	Sioux.....	Crow Creek, S. D.
Bear, Henry.....	Winnebago.....	Winnebago, Neb.
*Bear, John.....	Sioux.....	Crow Creek, S. D.
Bearheart. Alex.....	Sioux.....	Lower Brulè, S. D.
Blackhawk, John..	Winnebago.....	Winnebago, Neb.
Blackhawk, Joseph..	Winnebago.....	Winnebago, Neb.
*Blackdeer, Bruce..	Winnebago.....	Winnebago, Neb.
Clarke, James.....	Shawnee.....	Wichita, Ind. Ter.
Doxtator, Edward E...	Oneida.....	Oneida, Wis.
Doxtator. Hyson.....	Oneida.....	Oneida, Wis.
Elm, Elias E.....	Seneca.....	Tonawanda, N. Y.
Firetail, Louis.....	Sioux.....	Crow Creek, S. D.
Fisher, Adam.....	Winnebago.....	Winnebago, Neb.
Frazier, Alfred E.....	Sioux.....	Santee, Neb.
Hendricks, Fritz.....	Caddo.....	Wichita, Ind. Ter.
Hill, Sogayah Maul..	Cherokee.....	Cherokee, N. C.
Hunter, John.....	Winnebago.....	Winnebago, Neb.
Johnson, Joseph J.,...	Oneida.....	Oneida, N. Y.
*John Henry.....	Winnebago.....	Winnebago, Neb.
Jordan, Chauncy.....	Oneida.....	Oneida, N. Y.
Long, William W....	Cherokee.....	Cherokee, N. C.
Metoxen, Redmond....	Oneida.....	Oneida, Wis.

* Left before close of term.

Ramon, Joshua.....	Papago.....	Papago, Ariz.
Simpson, Albert H..	Arickaree.....	Ft. Berthold, N. D.
Skenandore, Elias.....	Oneida.....	Oneida, Wis.
Skenandore, Shepard J.	Oneida.....	Oneida, Wis.
Skenandore, William...	Oneida.....	Oneida, Wis.
Skenandore, Willard...	Oneida.....	Oneida, Wis.
Webster, Albert.....	Oneida.....	Oneida, Wis.
Webster, Lyman.....	Oneida.....	Oneida, Wis.
Wilkinson, Joseph O.	Arickaree.....	Ft. Berthold, N. D.
Wheelock, Foster.....	Oneida.....	Oneida, Wis.

SEAMSTRESS COURSE

Name	Tribe	Reservation
Cornelius, Jerusha.....	Oneida.....	Oneida, Wisconsin.
Saunooke, Nancy.....	Cherokee.....	Cherokee, N. C.

NIGHT SCHOOL (TRADE STUDENTS)

MIDDLE CLASS

Name	Tribe	Reservation
Skenandore, A. J.....	Oneida..	Oneida, Wis.
Webster, Isaac N.....	Oneida...	Oneida, Wis.

JUNIOR CLASS

Name	Tribe	Reservation
Archiquette, Solomon..	Oneida.....	Oneida, Wis.
George, Wallace K.....	Seneca.....	Cattaraugus, N. Y.
Skenandore, Eli J.....	Oneida.....	Oneida, Wis.
Webster, Isaiah.....	Oneida.....	Oneida, Wis.
Wizi, John.....	Sioux.....	Crow Creek, S. D.
Younce, Seymour...	Cherokee.....	Cherokee, N. C.

PREPARATORY CLASS

Name	Tribe	Reservation
Plummer, Clarence W..	Seneca.....	Alleghany, N. Y.
Shanks, Daniel W.....	Seneca.....	Tonawanda, N. Y.
Younce, George.....	Cherokee.....	Cherokee, N. C.

SPECIAL TRADE SCHOOL STUDENTS

Name	Tribe	Reservation
Cornelius, Jesse H.....	Oneida.....	Oneida, Wis.
Lee, Alonzo.....	Cherokee.....	Cherokee, N. C.

AT THE NORTH

Name	Tribe	Reservation
Lee, Julia V.....	Cherokee.....	Cherokee, N. C.
Lee, Nora.....	Cherokee.....	Cherokee, N. C.
Miller, Rosa.....	Stockbridge.....	Stockbridge, Wis.
Perkins, Fannie E.,..	Arickaree.....	Ft. Berthold, N. D.
Webster, Rosa.....	Oneida.....	Oneida, Wis.
Andrews, Alfred B..	Arickaree.....	Ft. Berthold, N. D.
Hill, Wilson.....	Oneida.....	Oneida, Wis.
*Howe, Guy.....	Stockbridge.....	Stockbridge, Wis.
*Kennedy Francis,....	Seneca.....	Cattaraugus, N. Y.
Sickles, Samuel.....	Oneida.....	Oneida, Wis.
*Snyder, Jeremiah....	Seneca.....	Tonawanda, N. Y.
*Welsh, Mark.....	Cherokee.....	Cherokee, N. C.

STUDENTS IN AGRICULTURE

THIRD YEAR—	Clarence A. Powell.....	Tuskegee, Ala.
	Boyd Rhetta.....	Calhoun, Ala.
FIRST YEAR—	John B. Pierce.....	Greenville, Ala.
	McKay McNeil.....	Norville, N. C.

TRADE SCHOOL

FIRST YEAR

Beloate, J. W.....	Onley Station, Va....	Blacksmith
Black, W. W.....	Blackstone, Va....	Machinist

* Left before close of term.

Brown, T. L.....	Atlees, Va....	Blacksmith
Bryant, Ira S.....	Savannah, Ga....	Steam Eng'r
Bryant, E. G.....	Savannah, Ga....	Steam Eng'r
Buckner, Frank T.....	Achilles, Va....	Blacksmith
*Campbell, U. M.....	Lettig, Texas....	Tailor
*Campbell, W. R.....	Charleston, N. C....	Tailor
Carter, W. H.....	Hillsdale, D. C....	Tailor
*Cheeves, A.....	Macon, Ga....	Carpenter
Cherry, Homer T.....	Lumpkin, Ga....	Harnessmaker
*Clark, Chas. D.....	Maysville, Ky....	Steam Eng'r
*Cobbs, Leslie M.....	Danville, Va....	Tailor
Crowder, J. D.....	Petersburg, Va....	Shoemaker
Cummings, W. O.....	Baltimore, Md....	Tailor
Davis, J.....	Canton, Md....	Carpenter
Davis, R. C.....	Richmond, Va....	Machinist
Engleman, M. H.....	Hubbell, Ky....	Blacksmith
Ford, Robert.....	Norfolk, Va....	Tailor
Garner H. R.....	Montclair, N. J....	Tailor
Gilliam, C. A.....	Clinton, Va....	Carpenter
Goodall, John W.....	Philadelphia....	Tailor
Hogwood, Wm.....	Rice's Depot, Va....	Carpenter
Hopkins, J. T.....	Salem, N. J....	Machinist
Harris, Heywood B.....	Durham, N. C....	Tailor
*Hersey, F. A.....	Baltimore, Md....	Carpenter
Jones, W. S.....	Portsmouth, Va....	Blacksmith
Johnson, E. W.....	Norfolk, Va....	Steam Engineer
Johnson, S. G.....	Phoebus, Va....	Machinist
Lassiter, A. A.....	Morrisville, N. C....	Blacksmith
Lattimore, John.....	Hampton, Va....	Shoemaker
Lee, A. B.....	Savage Crossing, Va....	Harnessmaker
Lee, Lewis.....	Easton, Va....	Wheelwright
Lone Wolf, Wm....	Anadarka, Okla....	Blacksmith
*Lockley, W. O.....	Cappahosic, Va....	Wheelwright
Mattocks, A. B.....	Newport, N. C....	Tailor
Mitchell, Chas.....	Stanford, Ky....	Tailor
Mundin, H. C.....	Richmond, Va....	Tailor
Murray, P. W....	Brownstown, Jamaica, W. I....	Machinist
Orr, Jas. F.....	Lowrysville, S. C....	Engineer
Pree, F. E.....	Williamsburg, Va....	Machinist
*Pollard, Leslie T.....	Waterview, Va....	Blacksmith
Puryear, W. J.....	Clarksville, Va....	Painter
Privott, W.....	Berkeley, Va....	Blacksmith
Plummer, Clarence.....	Redhouse, N. Y....	Engineer
Randall, C. B.....	Belona, Va....	Carpenter
Robertson, J. E.....	Roanoke, Va....	Engineer

* Left before close of term.

Ross, E. A. T.....	South Boston, Va....	Painter
Scott, J. L.....	Paces, Va....	Wheelwright
Shanks, Dan'l W.....	Akron, N. Y....	Machinist
Shields, A. W.....	Washington, D. C....	Machinist
Stewart, W. H. H.....	Ivy City, D. C....	Engineer
Stewart, Royal.....	Concord Depot, Va....	Carpenter
Strother, R. H.....	Cambria, Va....	Carpenter
Smith, C. A.....	Everett, Mass....	Engincer
Smith, Alexander.....	Ark P, O, Va....	Blacksmith
Smothers, Nathan.....	Cambria, Va....	Blacksmith
Taylor, W. R.....	Dougherty, Va....	Wheelwright
Thomas, D.....	San Marino, Va....	Bricklayer
Triplet, Jas. T.....	Fredericksburg, Va....	Machinist
Walker, Henry.....	Oxford, N. C....	Wheelwright
Wood, C. J.....	Yancey's Mill, Va....	Wheelwright
Worrell, C. D.....	Portsmouth, Va....	Blacksmith
Wheaton, B. D.....	Concord Depot, Va....	Carpenter
Williams, Jacob.....	Hampton, Va....	Taylor

SECOND YEAR

Albert, Wright.....	Bastrop, Tex....	Bricklayer
Conley, Shelby H.....	Mt. Egan, Ky....	Carpenter
Chavious, Alonzo.....	Hillsboro, N. C....	Carpenter
Cooke, G. W.....	Zanoni, Va....	Wheelwright
Edwards, James T.....	Cincinnati, Ohio....	Tailor
Edwards, C. J.....	Lune, Ala....	Carpenter
Evans, F. D.....	Ware Neck, Va....	Bricklayer
Grant, W.....	Occupacio, Va....	Bricklayer
Hawkins, Richard.....	Warrenton, N. C....	Tailor
Higgins, C. H.....	Danville, Ky....	Blacksmith
Higgins, G. M.....	Danville, Ky....	Blacksmith
Hobday, R. T.....	Achilles, Va....	Wheelwright
Johnson, W. B.....	Eufaula, Ala....	Tailor
Jones, J. W.....	Ware Neck, Va....	Wheelwright
Lewis, R. C.....	Manassas, Va....	Wheelwright
Martin, W. H.....	Lynchburg, Va....	Carpenter
Meeks, Alonzo.....	Owenton, Ky....	Carpenter
Moore, Chas. M.....	Poolesville, Md....	Shoemaker
O'Kelly, J. W.....	Raleigh, N. C....	Tailor
Oliver, W. R.....	Danville, Va....	Carpenter
Roy, Robert H.....	Richmond, Va....	Tailor
Scott, T. E.....	Crewe, Va....	Blacksmith
Smith, C. E.....	North P. O., Va....	Wheelwright
Taylor, H. T.....	Key West, Fla....	Tailor
Taylor, W. G.....	Gloucester C. H., Va....	Tailor

*Warren, J. W.	Fire Creek, W. Va.	Blacksmith
Ware, J.	Seneca, N. C.	Bricklayer
Webster, Isaiah	Oneida, Wis.	Shoemaker
White, W. T.	Hobbsville, N. C.	Carpenter
Wisser, John H.	Newport News, Va.	Bricklayer
Wizi, John	Crow Creek, S. D.	Carpenter
Wright, Andrew C.	Bastrop, Tex.	Blacksmith
*Younce, George	Birdtown, N. C.	Blacksmith
Younce, Seymour	Birdtown, N. C.	Carpenter

THIRD YEAR

Archiquette, Solomon	Oneida, Wis.	Machinist
Beverly, Robert H.	Bull Run, Va.	Machinist
Branville, Geo. A.	New York, N. Y.	Tailor
Brown, Clay	Anadarka, Okla.	Wheelwright
Chandler, S. L.	Clay's Mill, Va.	Wheelwright
Cornelius, J. H.	Oneida, Wis.	Carpenter
Cralle, J. F.	McFarlands P. O., Va.	Bricklayer
Frazier, Fred	Santee, Nebraska	Blacksmith
George, Wallace	Irving, N. Y.	Machinist
Good, G. G.	Boonsboro, Va.	Harnessmaker
Hamilton, Robt, R.	So. Boston, Mass.	Carpenter
Henderson, L. R.	Hampton, Va.	Bricklayer
Hill, Willis	Norfolk, Va.	Painter
Jackson, J. H.	Lynchburg, Va.	Harnessmaker
Johnson, T. S.	King William C. H., Va.	Wheelwright
King, F. J.	Achilles, Va.	Carpenter
Lee, D. A.	Cherokee, N. C.	Carpenter
Miller, Hezekiah	Wilmington, N. C.	Wheelwright
Parker, M. G.	King George C. H., Va.	Blacksmith
Pratt, W. C.	Durham, N. C.	Blacksmith
Saunders, John E.	Seldon, P. O., Va.	Carpenter
Savage, C. D.	Metompskin, Va.	Blacksmith
Skenandore, Anderson J.	Oneida, Wis.	Upholsterer
Spence, Jas. A.	Norfolk, Va.	Painter
Terry, O.	Danville, Va.	Bricklayer
Trueheart, D. S.	Afton, Va.	Blacksmith
Webster, Isaac	Oneida, Wis.	Harnessmaker
Williams, P. J.	Greenwood, S. C.	Wheelwright

INDIANS TAKING SPECIAL COURSES

Archiquette, Robert	Oneida, Wis.	Painter
Badger, Edward W.	Ft. Berthold, N. D.	Machinist
Badger, Fred	Crow Creek, S. D.	Painter

* Left before close of term.

Bear, Henry	Winnebago, Neb	Wheelwright
Bear, John	Winnebago, Neb	Carpenter
Bearheart, Alex	Lower Brulé, S. D.	Blacksmith
Blackhawk John	Winnebago, Neb	Blacksmith
Clark, J. W.	Hico, Oklahoma	Carpenter
Doctor, Milo	Akron, N. Y.	Wheelwright
Doxtator, Chauncey	Oneida, Wis.	Carpenter
Doxtator, Ed E.	Oneida, Wis.	Painter
Elm, Elias	Akron, N. Y.	Bricklayer
Elm, Nathan E.	Oneida, Wis.	Carpenter
Firetail, Louis	Crow Creek, S. D.	Carpenter
Frazier, Alfred	Santee, Neb.	Blacksmith
Glick, Taylor	Verdel, Neb.	Painting
Hendricks, Fritz	Anadarka, Okla.	Carpenter
Hill, S. M.	Cherokee, N. C.	Carpenter
Hunter, J.	Winnebago, Neb.	Carpenter
Jones, Adolphus	Niagara Falls, N. Y.	Bricklayer
Jordan, Chauncey	Onondaga C., N. Y.	Steam Engineer
Lambert, Hugh M.	Cherokee, N. C.	Blacksmith
La Rock, Alex	Namekagon, Wis.	Wheelwright
Leeds, H. T.	Lower Brulé, S. D.	Carpenter
Lolorias, John M.	Papago, Ariz.	Machinist
Long, W. W.	Cherokee, N. C.	Blacksmith
Medicine Crow, Fred	Crow Creek, S. D.	Painter
Morgan, J. C.	Ft. Defiance, Ariz.	Carpenter
Printup, Horatio	Basom, N. Y.	Steam Engineer
Ramon, Joshua C.	Grand Junction, Col.	Shoemaker
Roberts, Jake	Sacaton, Ariz.	Machinist
Ross, Oliver	Pine Ridge, S. D.	Blacksmith
Ross, Owen	Pine Ridge, S. D.	Harnessmaker
Lawyer, Allen	Cherokee, N. C.	Blacksmith
Simpson, Albert H.	Ft. Berthold	Blacksmith
Skenandore, Sheppard	Oneida, Wis.	Carpenter
Skenandore, Willard	Oneida, Wis.	Carpenter
Skenandore, William	Oneida, Wis.	Steam Engineer
Tatityopa, Henry	Crow Creek, S. D.	Carpenter
Webster, Lyman	Oneida, Wis.	Carpenter
Wilkinson, Jos. T.	Ft. Berthold, N. D.	Blacksmith
Williams, Spencer F.	Brant, N. Y.	Bricklayer

NEGROES TAKING SPECIAL COURSES

Briscoe, W. L.	Winchester, Va.	Blacksmith
Morse, Santa	Denbigh, Va.	Harnessmaker
Overby, R. B.	McFarland's, Va.	Machinist
Smith, J. E.	Northwest, P. O., Va.	Shoemaker

SUMMARY OF INDIAN STUDENTS

<i>Class</i>			<i>Girls</i>	<i>Boys</i>
Normal	-	-	5	0
Senior	-	-	0	2
Middle	-	-	7	8
Junior	-	-	9	16
Preparatory	-	-	32	32
Night School	-	-	0	11
Special Trade Students	-	-	0	2
At the North	-	-	5	7
			<u>58</u>	<u>78</u>

INDUSTRIAL DEPARTMENTS—INDIANS

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Young Men

Blacksmiths.....	6	Painters.....	4
Bricklayers.....	3	Printers.....	2
Business.....	1	Shoemakers....	2
Carpenters and Builders	18	Wheelwrights	3
Engineers.....	4	Wood Turners..	4
Farmers and Gardeners	8	Upholsterers.....	2
Harness Makers.....	3		
Machinists	6		

Of these 45 are in the Trade School, and in many cases are counted again in the list as workers elsewhere.

SUMMARY 1900

	<i>Col. Girls</i>	<i>Ind. Girls</i>	<i>Col. Boys</i>	<i>Ind. Boys</i>	<i>White Boys</i>	<i>Totals</i>
Special.....				1		1
Postgraduates.....	10	5	11			26
Senior	14		27	2		43
Middle.....	42	7	32	8		89
Junior.....	45	9	28	17		99
Preparatory.....	16	32	11	33		92
Night School						
Middle.....	3		63		1	67
Junior.....	69		121	8		198
Preparatory			39	2		41
	<u>199</u>	<u>53</u>	<u>332</u>	<u>71</u>	<u>1</u>	<u>656</u>

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HAMPTON, VIRGINIA

FOR THE ACADEMIC YEAR

1900-1901

Hampton Institute Press,

1901

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Appointed by the Governor, for the Hampton Institute, Jan. 1, 1897,
for a term of four years.

- JUDGE ISAAC H. CHRISTIAN, Charles City, Va.
THOMAS M. SCOTT, Onancock, Va.
R. A. TUCKER, Norfolk, Va.
WILLIAM M. REID, Portsmouth, Va.
FRANCIS F. CAUSEY, Hampton, Va.
GEO. A. MELVIN, Portsmouth, Va.



Principal's House

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REV. H. B. FRISSELL, D. D., PRINCIPAL.
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ALEXANDER PURVES, TREASURER.
ALBERT HOWE, SUPERINTENDENT OF INDUSTRIES.
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HARRIS BARRETT.....	Bookkeeping
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W. P. HARTHAN.....	" " Steam Engineering
JOHN T. BEALE.....	" " Tailoring
CHAS. H. DEYARMETT.....	" " Tinsmithing

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Huntington Industrial Works

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E. KELLY.....	Planing Mill
C. E. ASHE.....	Carpenter Shop

Carpenter and Repair Shop

JOHN SUGDEN.....Manager and Builder

Paint Shop

J. F. LACROSSE.....Manager

Printing Office

CHAS. W. BETTS.....Manager

Home Farm

GEO. J. DAVIS.....Assistant Farmer

Hemenway Farm

HENRY B. JORDAN.....Manager

FRANCES A. BALDWIN.....Matron and Teacher

SUSAN BERRY.....Housekeeper

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MARY A. BRADLEY.....Indian Girls' Instructor

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MRS. J. AUGUSTA STEVENS }Colored Girls' Instructors

HELEN L. TOWNSEND....Indian Girls' Instructor

Housekeeping

GEORGE D. YOUNG.....Steward

Matrons

MRS. MARY B. YOUNG.....HELEN TOWNSEND

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CLARA M. SNOW.....Wigwam House-Mother

Abby May Home

MARY T. GALPIN.....In charge

MEDICAL DEPARTMENT

M. M. WALDRON, M. D. }
H. D. HOWE, M. D. }Physicians

CLARA A. BLAKESLEE.....Nurse

MYRA A. SHOWERS.....Nurse

ELLA THOMAS.....Nurse

MILITARY DEPARTMENT

MAJOR ROBERT R. MOTON.....Commandant of Cadets

CAPTAIN ALLEN W. WASHINGTON.....Assistant Disciplinarian

WM TESSMANN.....Band Master

LIBRARY

LEONORA E. HERRON.....	Librarian
MARY WILLIAMS.....	Assistant Librarian

SOUTHERN WORKMAN

H. B. FRISSELL.....	} Editorial Staff
HELEN W. LUDLOW.....	
J. E. DAVIS.....	
WM. L. BROWN.....	
WM. H. SCOVILLE.....	Business Manager

MISSIONARY DEPARTMENT

REV. H. B. TURNER ..	Chaplain
LEROY C. COOLEY, JR.....	Associate Chaplain
DORA FREEMAN	{In charge of Neighborhood Missionary Work
CLARISSA A. ADAMS	
FRED. D. WHEELLOCK.....	Secretary in charge Y. M. C. A.

GRADUATES' DEPARTMENT

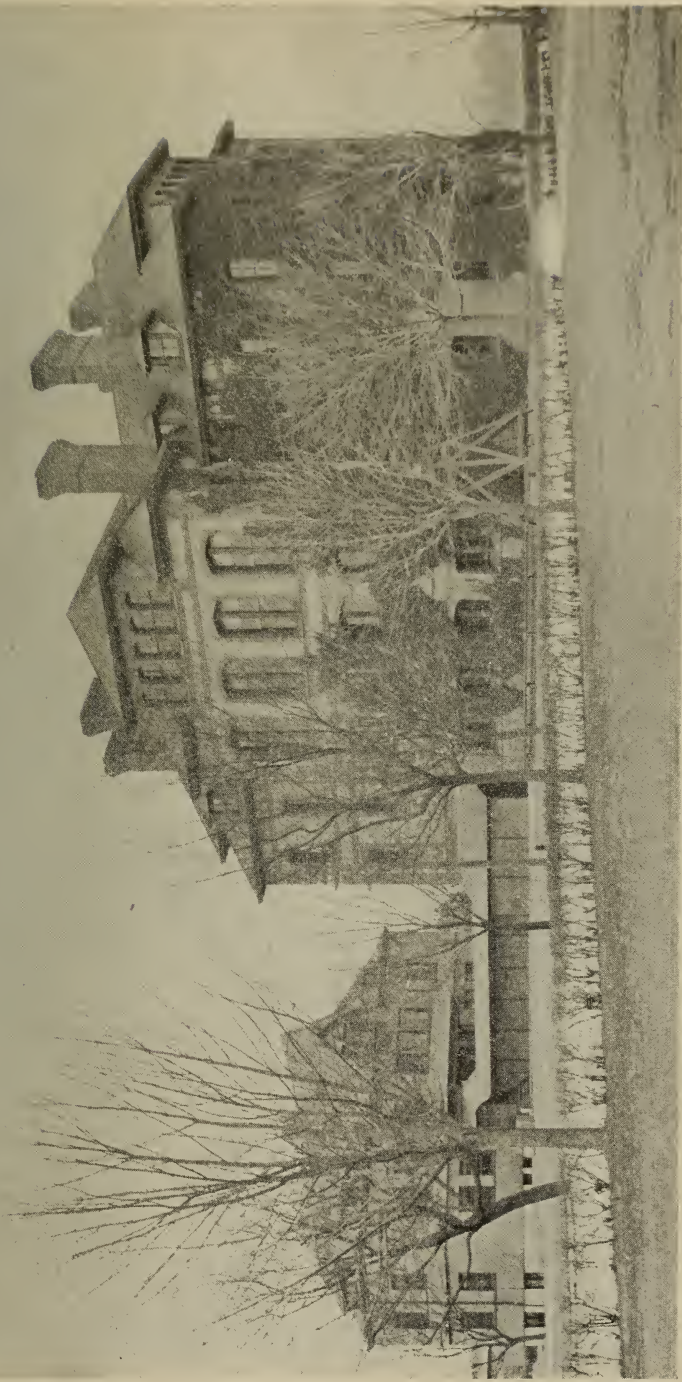
MYRTILLA J. SHERMAN.....	Colored Graduates' Correspondent
CORA M. FOLSOM.....	Indian Correspondent

PRINCIPAL'S OFFICE

FRANCIS C. BRIGGS.....	Business Agent
EMILY K. HERRON.....	Secretary and Registrar
FRED. D. GLEASON.....	Field Agent

TREASURER'S OFFICE

ALEXANDER PURVES.....	Treasurer
FRANK D. BANKS.	Head Bookkeeper
WM. L. BROWN.....	Cashier



Science Building

Academic Hall

CALENDAR FOR 1901-1902

SESSION BEGINS—Thursday, October 3, and continues thirty-six weeks with a short recess at Christmas.

Anniversary in April, 1902.

Commencement in June, 1902.



GENERAL INFORMATION

Situation

The Hampton Normal and Agricultural Institute is situated in Elizabeth City County in Virginia, on the Hampton River, overlooking Hampton Roads. It is two miles from Old Point Comfort and within easy reach of the town of Hampton, which is on the line of the Chesapeake and Ohio railroad. It is connected by trolley with Old Point Comfort and with Newport News, at both of which places steamers land from important Northern and Southern ports.

The school, consisting of fifty-five buildings, stands on a plantation of one hundred and eighty-five acres—the site of Camp Hamilton, one of the military hospitals of the Civil War. The spot is famous for the beauty of its scenery and for its historic associations. It is a place peculiarly appropriate for the location of a school devoted to Indian and Negro education, being the site of the Indian village of Kecoughtan, from which the Indians were driven by the white settlers, and near the spot where the first Negro slaves were sold in America.

Establishment and Control The Hampton Institute was opened in April, 1868, under the auspices of the American Missionary Association, with General S. C. Armstrong in charge. In 1870 it was chartered by a special act of the General Assembly of Virginia, and thus became independent of any association or sect. It is not, as is often supposed, a government or a state school, but is a private corporation controlled by a board of seventeen trustees, representing different denominations, no one of which has a majority.

Object Started for the purpose of providing a practical education for the children of the ex-slaves, the school, in 1878, opened its doors to Indian pupils, and has since that time devoted itself chiefly to the development of Negro and Indian youth.

The aim of the Hampton Institute was expressed thirty-three years ago by its founder, General Armstrong, in the following words. It is the same to-day.

"To train selected * * * youth who shall go out and teach and lead their people, first by example by getting land and homes; to give them not a dollar that they can earn for themselves; to teach respect for labor; to replace stupid drudgery with skilled hands; and, to these ends, to build up an industrial system, for the sake not only of self-support and intelligent labor, but also for the sake of character."

ADMISSION OF STUDENTS

Application Blanks Candidates for admission should write to the principal, H. B. Frissell, for an application blank. This must in every case be filled out by the applicant himself, and returned to the principal.

Applicants who are accepted will receive a card of admission which must be presented on arrival. No one will be admitted without such a card.

Young women will report, on arrival, to the lady principal; young men, to the commandant.

Examinations Examinations for 1901 will take place October 3rd and 4th. Students must report promptly for these examinations. Admission at any time other than the beginning of the term is allowed only in special cases.

Requirements for Admission *Academic Department.*—Candidates for admission to the day and trade schools must be at least sixteen years of age; to the work department of the night school, seventeen years. All applicants for admission to the Academic Department, either in day or night school, must be able to read well in books corresponding to the Third Reader; to write in a fair hand a paragraph or letter in simple English, with proper regard to capitalization, punctuation and spelling; and to pass a satisfactory examination, both in mental and written work, in the first four rules of arithmetic, in United

States money, liquid, dry and long measure, avoirdupois weight, and common and decimal fractions.

Trade Department.—The requirements for the Trade Department are the same as for the Academic Department, except for the printing, machinist's and dress-making trades, for which applicants must be able to enter the Middle class of the Academic Department.

Post-graduate Departments:—Application for admission to the Normal, Agricultural, Electrical, Business, Domestic Art and Domestic Science Departments, will, if graduates of Hampton Institute, be admitted on their academic diplomas. Other applicants must pass a satisfactory examination on the subjects included in Hampton's Academic Course. (See page 25.)

Expenses *All new students are required to deposit \$10.00 with the school treasurer as an entrance fee.*

Tuition is free to all deserving students.

Board is \$10.00 per month. This also pays for washing, fuel, lights, medical attendance (not including dentistry), and a limited quantity of drugs.

Books.—The estimated cost of books, payable by new students in cash, is as follows:

For Junior year.....	\$5.00
“ Middle “	6.00
“ Senior “	8.00

Method of Payment The cost of board is usually paid partly in cash and partly in labor.

Work Students.—Students who are without means to pay their board in cash, may be admitted to the Work Department of the night school. If they are able-bodied and good workers, they may be able, by working all day and attending evening classes for a year, not only to earn their board for that year, but to accumulate a balance with which to pay a part of their board after they enter the day or trade school.

Trade Students.—Students in the Trade Department attend night school. They receive instruction in their trades five days in each week, and are allowed wages for part of their work in the trade school. In addition, they are allowed one day in each week, if necessary, when they may earn part of their board at unskilled labor.

Day-school Students.—Students in the Academic and Post-graduate Departments attend school either four or five days each

week, and work for a part of their board on the remaining one or two days.

Wages While in most cases, able-bodied, good workers can earn as much as \$5.00 a month by working one or two days each week, the school *does not guarantee* that each student shall earn a fixed sum regardless of the value of his or her labor. The rate of wages varies according to the real value of the work done.

Students' labor is accepted as pay only when it is satisfactory. When it is not satisfactory the student is liable to suspension from school, although his standing in other respects may be good.

The earnings of students are held as a bond for the fulfilment of their purpose of getting an education at the school, and can be used only for their support while there. If pupils are sent away or



Company Having Wand Drill

leave without permission, these earnings may be used for the benefit of needy students, at the discretion of the Faculty.

Accounts Accounts are made out in the treasurer's office, and handed to the students about the 15th of each month. Each student is also required to keep his own personal monthly account, to be verified by the school. Parents

should require their children to send home their office accounts and should see that what may be owing the school is paid promptly.

The debtor balances on all bills should be paid in cash within one week after the accounts are received. Those who fail to pay are liable to suspension from recitations until payment is made, but will be required to attend all other exercises, including religious services, study hours and drills.

No student who has left the school for any cause can re-enter until all back bills are paid.

SPECIAL REQUIREMENTS

Public Worship

There are devotional exercises daily at which students are required to be present. They are also required to attend Sabbath school and church on

Sunday.

Scholarship Letters

The tuition of students is paid by benevolent persons or societies in yearly scholarships—seventy dollars for academic, and thirty dollars for industrial instruction. Every student is required to write a

letter of thanks for this assistance.

These donations are for the salaries of teachers and have nothing to do with board bills. Any student may be dropped from the school who shall be considered unworthy of this scholarship aid.

Clothing

Girls.—Every girl must bring rubbers and a waterproof, or money to purchase them. Those entering the Work Department will be expected to provide themselves with plain, easy-fitting wash dresses and aprons, and will be expected to wear Warner waists instead of corsets. All the girls take gymnastics unless excused by the resident physician, and day-school girls must provide themselves with gymnastic suits.

Boys.—The school uniform is navy blue, and consists of a plain sack coat, trousers, and military cap. Every young man is required to provide himself with a school cap immediately upon his arrival, and is not expected to leave the grounds without it during his connection with the school. He is required also to purchase the whole uniform as soon as possible after his arrival. This uniform is to be used at drills and inspection, on all public occasions, and always when off the school grounds.

Lower-cost working suits, uniform in style, are provided, and

students are expected to wear these or the regular school uniform while connected with the school.

Parents are requested *not* to provide suits for their sons before sending them to the school, but to invest the money in uniforms, which are made in the Tailoring Department of the Institute, and can be purchased at reasonable prices. Young men can also procure underclothing from the school store. Cost of uniform:—

Coat.....	\$7.25
Trousers.....	4.50
Vest.....	2.00
Cap.....	1.00

All students are required to bring their own towels and table napkins.

The young men are under military discipline. They are all members of the school battalion and are required to drill without arms, to perform guard duty, and to police the grounds.

Discipline

Low or profane language will subject students to severe discipline. They are liable to fine, reprimand, confinement, or other necessary punishment. Card playing and the use of ardent spirits and tobacco, either on or off the grounds, are prohibited to students while connected with the school.

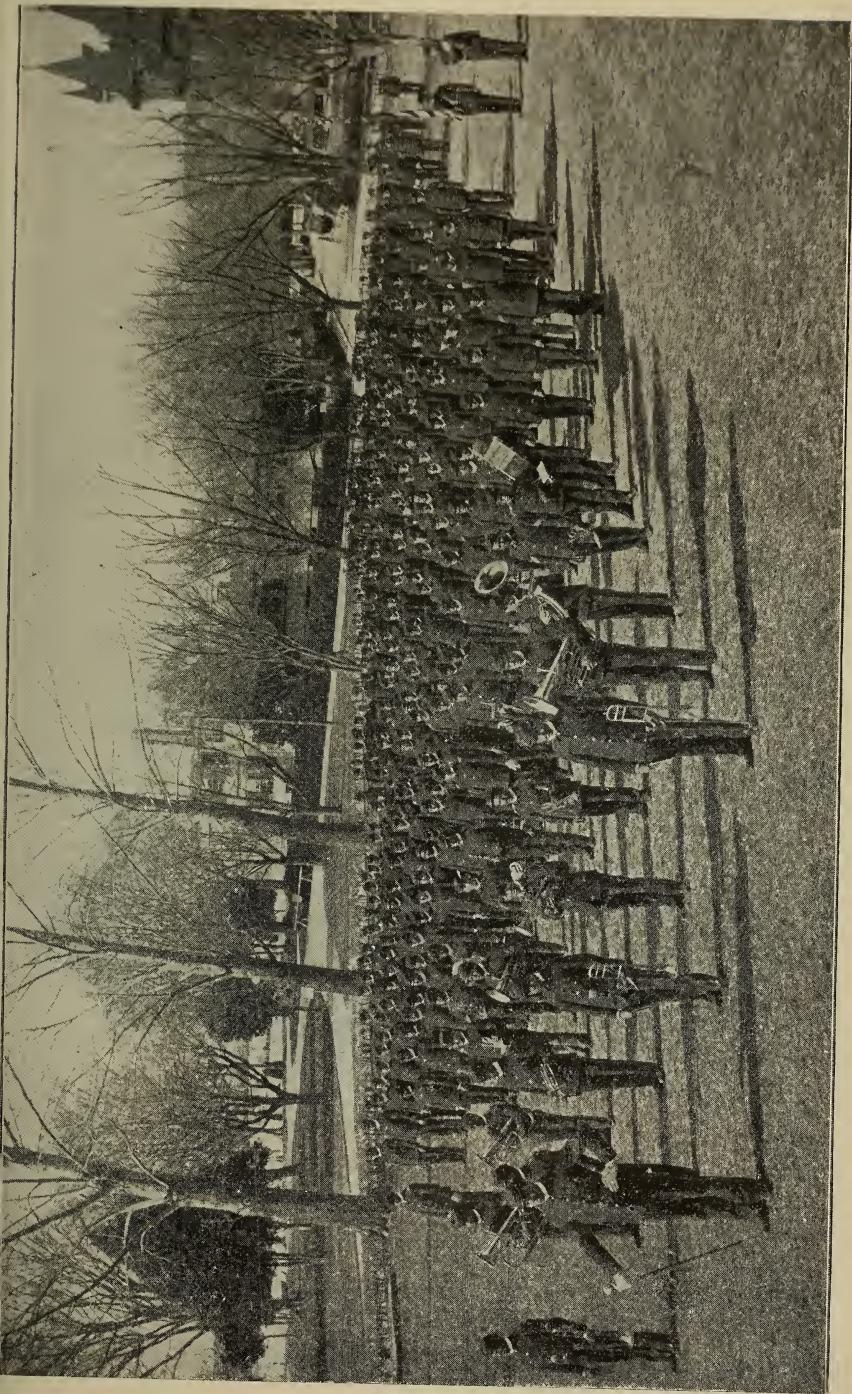
The young men are not allowed to retain fire-arms in their possession. The commandant of cadets will retain any brought, giving the owners receipts for them.

Letter-writing is subject to regulation. Students' rooms are subject to inspection and regulation by the proper officers at all times.

Students are not expected to leave the school grounds without permission.

Every student who enters the school agrees to submit to its discipline. The first year is especially probationary, and students are subject to prompt suspension or discharge for an unsatisfactory record in regard to study, conduct, or labor. Five zero-marks in conduct amount to one warning. Students receiving three warnings or fifteen zero-marks, will be liable to suspension. Those who are thus suspended will not be permitted to remain at the Institute while waiting for money to take them home.

Day-school students, as a rule, are not expected to spend their summer vacation at the Institute, but, in order to earn money to pay



The School Battalion

their school bills, are advised to procure work elsewhere during that time.

Night-school students remain on the grounds throughout the entire year, with a vacation from class-room work during the summer months. Legal and special holidays are observed.

For further information address,

H. B. FRISSELL, *Principal,*

Hampton, Va.



Interior of Memorial Church

ACADEMIC COURSE

THREE YEARS

For Day and Evening Classes

For requirements for admission, see p. 18

Agricultural Science An aggregate of five months during fall and spring are devoted to introducing the pupils of this class to Plant Life, Soils, and Insect Life. The object of the work is to arouse an interest in nature and to teach some facts which are useful on the farm. The following is a brief detail of the topics studied :

Plant Life.—Principal parts of plants and the use of these parts to man ; how these parts grow and what they do for the plant ; conditions necessary for each part to make its best growth and to do its best work for the plant and for man ; how to bring about these conditions on the farm.

Soils.—Relations of soils to plants ; sand, clay, humus ; how soils are made ; work of sun, water, ice, air, plants, and earthworms in making soils ; soil conditions which affect plant growth ; relation of soil to water, heat, and air ; plant food in the soil ; how to bring about and maintain soil conditions which favor plant growth.

Insect Life.—General structure, metamorphosis, and habits are studied in grasshoppers, squash bugs, beetles, flies, bees, moths, and butterflies ; the habits of other insects common on the farm are studied as they are found during field excursions.

These three divisions of the subject are not taught as separate and distinct topics, an attempt being made to impress the student with the close relations existing between them and the interdependence of each on the others. The work is conducted by observation and experiment in field and class-room, by written exercises, and by discussions.

Physics.—See p. 41.

Hygiene The course is made to bear as close a relation as possible to the lives of the students and they are urged to study the conditions about their own homes. Lessons in emergencies are given, students being required to make and apply bandages, adjust splints, make tourniquets and perform artificial respiration. The prevention and care of consumption is studied; also the care of other common diseases. The necessary experiments in physics and chemistry are performed to make clear the principles underlying the subject. Simple apparatus, made by students as far as possible, charts, and market specimens are used for illustration.

Geography. I. *The World as a Whole.*—This study is taken up in connection with current events, a discussion of which forms a part of the regular geography course. Using the daily news as a basis, students are taught or reviewed in the following topics of world geography :—

1. Continents, oceans and grand divisions.
2. The people and industries of different countries.
3. The zones and the heat belts.
4. The life of the heat belts.
5. Location of leading countries and cities of the world.

II. *Home Geography.*—

1. The field excursion, in which are studied beaches and sea life, marshes and tidewater rivers, and the formation of rocks and soils.
2. The weather record, and observations on tides and currents.
3. Social history and geography, in which the following topics are considered:—
 - a. Hampton and its industries.
 - b. Places of interest in and around Hampton.
 - c. Historical places in the vicinity.
 - d. Geography and history of Virginia.

III. *Changes in Land Surface*, taught under the following heads:

1. Highlands.
2. Coasts.
3. The wearing away of lands.
4. Slopes, rivers and divides.
5. The building up of lands.

IV. *North America*, studied with especial reference to physiography, climate and distribution of people, with a brief study of countries north and south of the United States.

V. *The United States*.—Emphasis is here laid upon production and resources, manufactures, commerce and trade centers, and a special study is made of New England and the Southern States.

VI. *Territories and Dependencies of the United States*.—Alaska, Cuba and Porto Rico, The Hawaiian Islands, Guam and Samoa, The Philippines.



A Field Excursion

VII. *South America*. A brief study, comparing with North America as to physiography, climate, products, resources, industries, commerce, people, etc.

Note.—Not all of these topics are fully treated in one year's work in the day school. Night-school classes in the first year devote themselves mainly to a preparatory study of the world as a whole, and to home geography, taking up meanwhile the elementary science upon which later geography work is based. The work of the Junior grades of such classes is completed in the following year in either day or night school.

Much time is given to the study of relations and comparison of magnitudes in accordance with the underlying principles of the Speer's system, because of the value of such study to the industrial side of the work.

Arithmetic

The Mechanics' Arithmetic, and Griffin's Lines, Area, Volume, Bulk, Percentage, are used throughout the course.

Training is given in clear and correct expression.

English The simplest points in technical grammar are taught to aid the pupil to correct intelligently his spoken and written English.

I. Capitals.

II. Punctuation.

III. Parts of speech.

IV. Sentence building.

V. Composition work.

1. Letters.

2. Papers on subjects suggested by science, geography, literature and Bible history.

3. Stories.

Reading and Literature The study of the elementary sounds of the language, diacritical marks, phonetic spelling, vocal drill. Recitations of selections of poetry and prose.

Rhetorical exercises.

Pilgrim's Progress, Evangeline, The Courtship of Miles Standish, Snow Bound, short poems by Longfellow and Whittier, A Civic Reader, Ten Boys on the Road from Long Ago to Now, First Lessons in American History.

Old Testament History from the Creation to the

Bible Study Israelitish Kingdom, including stories of the early races, lives of the Patriarchs, the Exodus, the wandering in the wilderness, the conquest of Canaan, and the period of the Judges—Genesis to Ruth inclusive.

Normal Music Course (Holt System). 1. Tone drill.

Vocal Music 2. The major scale in nine positions. Scale writing. Intervals. Sight reading in parts. In this year the charts and readers of the Normal Course are used, together with a great deal of supplementary music reading.

Brush work. Elementary color. Original designs

Drawing in color for cards and book covers in connection with English work.

Work illustrative of academic branches in pencil, crayon, charcoal and color.

Color work from plant and insect forms illustrative of nature study.



Arithmetic Class Studying Speer's System

Penmanship Vertical writing taught. Letters classified, movement drill given, special attention paid to position of body, and hand practice on blackboard and with pen and paper.

Gymnastics The Swedish or Ling System is followed, and a large gymnasium in Academic Hall has been fitted up with Swedish apparatus.

The gymnasium drill includes floor work, exercises on apparatus, and gymnastic games. The floor work embraces all the fundamental positions of the body, bending, twisting, jumping, running, marching, etc, special stress being laid upon breathing exercises and the position of the chest.

The apparatus comprises stall bars and benches, straight and slanting ropes, double boom, jumping standards, and balance beams.

It is the purpose of the gymnastic games to train in swiftness and exactness both mind and body, and at the same time to afford a pleasant relaxation from the military discipline in the other part of the drill. The popular game of basket-ball has been introduced, together with others no less interesting and beneficial.

Muscular development is not the aim of the gymnastics—we do not strive to produce athletes, but rather to train the muscular and nervous systems together, and to strengthen the heart and lungs upon which the welfare of all other organs depend.

It is very natural that the students should assume comfortable positions while studying or working, totally regardless of the effect such positions may have on the body. The first object of gymnastics is to counteract the evils resulting from these habitually sustained, incorrect positions, to improve the general carriage, to bring about healthy respiration, and to tone up the whole body.

Anthropometric measurements are taken at the beginning and close of the term to find the improvement and express it in figures. The lung capacity is tested every month.

For Boys. Course in Bench Work requiring 100

Manual Training *hours.* Exercises consist of the following.—Measuring on a plane surface with rule and knife, squaring with try-square, gauging with marking gauge, sawing to a line with rip, cross-cut, and back-saws, planing to true surface, testing with steel square and by sighting, planing to size with sides square and true, planing ends smooth and true with block plane, lining rough lumber with straight edge and pencil, making the half joint or box halving, making the dado or cross groove, nailing butt joints, mortising and tenoning, boring, making joints fastened with screws, glueing, making a smooth surface with plane, scraper, and sand paper.

Grooved work, making mitre joints, making irregular bevels, making dovetails, laying out and sawing curved work.

In connection with the above course in bench work, each exercise is first worked in free hand or mechanical drawing from a model; the model is then set aside and a reproduction made from the drawing.

The above principles are applied in the construction of finished models which may be used by the student, such as boxes for collars, cuffs, neckties, etc, bookshelves, inkstands, printing frames, picture frames, drawing boards, Tee squares, etc.

For Girls. Course in Sloyd.—The Junior classes de-

Manual vote from two to three hours per week to sloyd.

Training Their work includes the course as arranged for the first and a part of the second year for grammar schools. They are required to make working drawings for a part of the models; others they make from drawings placed upon the board by the teachers. The regular course of models is given below, together with the exercises upon which they are based. To this course have been added from time to time, supplementary models adapted to the needs and qualifications of the individual pupil.

The model presented must appeal to the interest of the worker, and should be useful from her standpoint.

It must be aesthetically good.

It must contain some exercises with which the pupil is familiar, together with at least one or two new exercises.

It must be sufficiently difficult of execution to call out a vigorous exercise of the best efforts of the worker, while at the same time it must be sufficiently within her powers to admit of fairly successful achievement.



Class in Sloyd

The classes are conducted on the plan of both class and individual work; class work whenever every individual may be reached by it; individual, when especial attention is required.

We endeavor to find such supplementary models as shall reach the daily interests and experiences of the student—something that shall touch both what they do know and care for, and that which they are growing to know and care for. We seek to develop character through a cultivation of concentrated effort, sound judgment, habits of forethought, neatness, accuracy, industry, and honesty of work, and incidentally a practical knowledge of materials and tools.

Models.—1. Wedge. 2. Flower Pin. 3. Flower Stick. 4. Penholder. 5. Tool Rack. 6. Coat Hanger. 7. Cutting Board. 8. Flowerpot Stand. 9. Flowerpot Stool. 10. Bench Hook. 11. Hatchet Handle. 12. Corner Bracket. 13. Hammer Handle. 14. Key Board. 15. Paper Knife. 16. Ruler. 17. Towel Roller.

Exercises.—1. Straight whittling. 2. Oblique whittling. 3. Cross whittling. 4. Point whittling. 5. Sandpapering (without block). 6. Rip sawing. 7. Narrow surface planing. 8. Squaring. 9. Boring with drill-bit. 10. Fitting a peg. Curve whittling. 12. Cross-cut sawing. 13. Gauging. 14. End planing (in bench hook). 15. Boring with auger bit (vertical). 16. End sandpapering (with block). 17. Curve sawing. 18. Smoothing with spokeshave. 19. Boring with bradawl. 20. Broad surface planing. 21. Vertical chiseling. 22. Horizontal boring. 23. Filing. 24. End planing (without bench hook). 25. Nailing. 26. Sinking nails. 27. Making halved-together joints. 28. Countersinking. 29. Glueing. 30. Screwing. 31. Modeling with spokeshave. 32. Scraping. 33. Beveling with spokeshave. 34. Oblique planing. 35. Spacing with compass. 36. Veining. 37. Carving. 38. Wedge planing. 39. Filing edge. 40. Notching. 41. Punching. 42. Beveling edge with jack-plane and file. 43. Boring with centre bit. 44. Planing a cylinder. 45. Fitting axle.

Course in Sewing.—Two periods a week to each class. The object of the work is to give each pupil a thorough knowledge of the stitches used in plain sewing; viz.—basting, running, overcasting, back-stitching, overhanding, hemming, felling, blind-stitching, cross-stitching. Each student makes for herself a book containing samples of the different kinds of work.

MIDDLE YEAR

Agricultural Science The work of this year is based directly on the principles taught during the Junior year.

Soil Water.—The effects of a surplus of water and a scarcity of water on the conditions necessary for germination and plant development.

Farm Drainage.—How to drain. The effects of drainage on the conditions necessary for plant growth.

After-Cultivation.—Its effects on the conditions necessary to plant growth, and especially its effect on soil water.

Rotation of Crops.—Its effects on the conditions necessary for plant growth as compared with the effects of the one-crop system.

Plant Propagation.—By seeds, by parts of the plant—separation, laying, cutting, grafting, budding.

Insects and Plant Diseases.—How they injure plants and how to check their destructive effects.

Manures and Manuring.—Farm Manures. Commercial fertilizers.

Physics.—See p. 40

I. *The World as a whole.*—

Geography 1. The motions of the earth. 2. Winds and rainfall. 3. Ocean currents. 4. The moon and the tides. 5. Climate, studied from the standpoint of cause and effect.

II. *Changes in Land Surface.*—

1. Pebbles, sand and clay.
2. The making of rocks and coal.
3. Veins, and water underground.
4. Changes in the shape of sea and land.
5. The nature and teaching of fossils.

III. *Eurasia.*—Physiography, climate and life belts.

IV. *The Countries of Asia.*—Study of China, Japan, India and Southwest Asia with special reference to people, customs, industries, and character of civilization.

V. *Oceania.*—A brief study of Australia and the East India Islands.

VI. *Africa.*—

1. Physiography and climate.
2. Productions and resources.
3. People, trade and customs.
4. Special study of sections—Egypt, The Soudan, The Kongo Basin, South Africa.

VII. *Europe.*—

1. Review of physiography and climate.
2. A study of the countries of Europe by historical sequence, showing the development of European civilization, and grouping the work, where practicable, around great men and great events.
3. Summary of resources and industries, comparing with those of other Old World countries, and also with those of North America.

Note.—Students are required to summarize their work frequently in the making of maps, charts and tabular views, in sand modeling, and in descriptions and essays on special subjects; and

they are referred constantly to pictures, books of travel, history, and government as a stimulus to broader study.



A Practical Lesson in Arithmetic

Arithmetic

Advanced work in Mensuration. Practical applications of percentage, including commercial and bank discount, simple interest, etc. Accounts continued.

Mental Arithmetic. Practical talks on business.

English

The aim of the year's work is to develop ability to speak and write strong and correct English. Masterpieces of English, and technical grammar are used as aids in this course. Original work is done in description and story telling. Papers are required on subjects suggested by the courses in American and Bible history, literature and geography.

Reading and Literature

of Venice.

Vocal drill. Rhetorical exercises. Irving's Sketch Book. Patriotic selections in connection with the study of American History. *Ivanhoe*. *Merchant*

United States History

Brief course in English History, as a basis for a study of American institutions. America before its discovery by Columbus. The Norsemen. Great

explorers and discoverers and their work. Claims and settlements of different nations in America. Life in colonial times. The struggle for supremacy in America. The struggle for independence. The constitution of the United States. The administration. Financial questions. Acquisition of territory. Slavery in the United States. Foreign relations. Great inventors and inventions. Great statesmen and their work. Great authors. Growth and progress of the United States in the nineteenth century.

Map drawing. Essays. Study of current events. The news of the day is brought in by students on four mornings of each week, and twenty minutes given to its discussion. Special attention is given to such items as bear on the principles of organization of government and to such as illustrate the great economic laws.

The History of the Israelitish Kingdom. Captivity.

Bible Study Restoration. The study of the prophets in their historical setting. Books of Samuel to Malachi, inclusive. The historical connection between the New and Old Testaments. The fulfilment of prophecy as shown in the life of Jesus Christ. A brief survey of New Testament times.

Review of major scale. Continuation of written work begun in Junior year. Chromatic scale. Extended sight-reading.

Drawing Free-hand perspective. Original designs from plant forms executed in color harmonies. Designs and studies, in color, illustrative of academic branches. Sketching from the figure in silhouette and color. Outdoor sketching.

Gymnastics.—Continued from Junior year.

Manual Training *For Boys. Course in Wood Turning, requiring about 120 hours.* Turning between centers, centering, roughing with gouge, turning to size, testing with calipers, smoothing with skew chisel, measuring and cutting to length, turning straight tapers, outer curve, inner curve, combination of curves in making chisel handle, testing by the eye, cutting shoulders, cutting beads, cutting flute, turning section on square piece, sandpapering, polishing with shellac.

Face Plate Work.—Knob, corner block, match box, barrel, vase and napkin ring.

In connection with the above exercises there are taught the following.—Reading drawings, lessons on materials used, care of lathes with names of parts.

Course in Tinsmithing, requiring about 100 hours.—Laying out and developing patterns for cylinders, cones, pyramids, and other geometric forms. Cutting to straight and curved lines, joining edges by seaming, riveting and soldering. Making up useful articles, such as a tin cup, square pan or box, covered pail, dustpan, etc. two and three piece elbows in stove pipe, making T joints, Y joints, sheet-iron dripping-pan, and chimney top. Use of fluxes on tin, galvanized iron, copper, lead and zinc. Use of all the common tinner's tools and machines.

Manual Training *For Girls. Sewing.*—Continuation of the work of the Junior year. Each student cuts and makes herself a full set of underclothes.

Cooking.—Three and a half to four months, two lessons a week. The aim of the course is to teach the principles of cooking, and to give such practical instruction as shall be of use in the everyday life of the home, whether in the North or in the South.

The course includes the making and care of a fire, the boiling of water, with determination of scalding and simmering points, the cooking of cereals, vegetables, eggs, meats, beverages, breads and simple desserts.

Instruction is given in the laying of the table, preparation and serving of meals, and waiting. The applied work consists of breakfasts and dinners, cooked and served in the kitchen and dining-room in the Domestic Science Building.

SENIOR YEAR

The course of this year is partially elective. Students, acting under the guidance and advice of the Faculty, will be permitted to choose three, or not more than four, of the following subjects.

Agricultural Science *Plant Diseases.*—Their nature, causes, and prevention. *Injurious Insects.*—Their nature, methods of destroying plants, insect remedies.

Animal Industry.—Breeding, care and management of horses, dairy cattle, poultry, sheep and swine. Dairying, including the care of milk, methods of creaming, churning, etc. Principles of stock-breeding. Principles of stock-feeding.

Physics.—See p. 40.

**Special Lessons
in Nursing and
Hygiene
(for girls)**

injured.

Instruction in the care of the sick-room, and the small attentions necessary to the comfort of an invalid. Health Laws. Ventilation. Bathing. Preparation and use of domestic remedies and disinfectants. Sanitary care of the home. First aid to the

Mathematics

A simple, practical course in bookkeeping. Elementary algebra.



A Sewing Class

English

Instruction in the general principles of rhetoric. Constant practice in essay writing. Subjects for essays suggested by courses in history and literature and by practical questions of importance to the home and community. The aim of the year's work is to train students to plan essays independently and to give facility in clear and vigorous expression of thought.

**Reading
and
Literature**

Vocal drill. Rhetorical exercises. The Vision of Sir Launfal. Self Culture by Channing. Emerson's Essays. Life of Dr. Johnson and Life of Oliver Goldsmith by T. B. Macaulay. In His Name by E. E. Hale. Shakespeare's Macbeth and Julius Cæsar.

Selections from the masterpieces of British authors. This course also includes a six weeks' study of New Testament literature and history.

Civics

During the first half of the year special study is given to the duties and rights of American citizenship. The study begins with government in the family,

the school, the township, the county, the state, and culminates in the larger functions of the government in our Federal institutions. Special emphasis is laid upon the moral obligations of the citizen and the officer in relation to the state and to society. Dole's American Citizen is made the basis of the course, with parallel studies in Macy's Our Government, and Fiske's Civil Government.

The second half of the year is spent in a study of the general principles of society and economy upon which our American civilization depends, with special attention to such principles as condition, survival and progress in the Negro and Indian races. Fairchild's Rural Wealth and Welfare, Gidding's Elements of Sociology, DuBois' The Philadelphia Negro, and Washington's Future of the American Negro constitute the principal reading of the class.

History Conditions necessary for developing early civilization. Parts of the Old World where these conditions existed. Ancient oriental civilization. Greece. Rome. Gifts of early civilization to modern civilization. Origin of modern nations of Europe. The Dark Ages. Charlemagne and his Empire. Mohammed and the Saracenic Empire. The Feudal System. Chivalry. The Crusades. The Revival of Learning.

Rise of modern nations. Fall of Constantinople and its effect on Europe. Decisive battles of the world's history. Biographies of great men of different periods.

Map drawing. Essays. Current events.

Vocal Music Minor scale in eleven positions. Writing major and minor scale in eleven positions. Transposition. Extended work in intervals. Advanced sight

reading.

Drawing Free-hand perspective. Original designs from plant forms executed in color harmonies. Designs and studies, in color, illustrative of academic branches.

Sketching from the figure in silhouette and color. Outdoor sketching.

Gymnastics.—Continuation of work of preceding years.

For Girls. **Sewing.**—The object of the Senior course in sewing is to enable each young woman graduating from Hampton to draft, cut, and make her own dresses.

Manual Training

Drafting.—Drafting and cutting of skirts and waists.

Dressmaking.—Making models of dresses which afford practice in designing, putting together, and finishing lined suits.

Each pupil makes a wash dress for herself.

**Manual
Training**

For Boys. Course in Forging, requiring about 120 hours. The building and care of fires. Heating the iron. Drawing square iron to a point, to flat, to bevel, and to round. Drawing from round to square, from square to octagon, from octagon to round. Bending rings of round and flat iron. Pointing and bending a staple. Drawing, bending, and twisting in making a hook. Upsetting and forming square and hexagon head bolts. Punching and cutting square hexagon nuts. Bending, twisting, and punching flat iron.

Upsetting, drawing, bending, punching, and chamfering square angle piece. Upsetting, welding, forming, and punching, introducing case hardening in making heading tool. Drawing and upsetting nails and rivets in heading tools. Butt welding. Bending, scarfing and welding in washer making. Bending and welding in making chain.

Forming, punching, slotting, and bending a hasp. Laying off and forging diagonal brace. Forging eccentric strap. Drawing out, bending, and threading eyebolt with ring. T welding. Jump welding steel. Forging S wrench.



Girls Playing Basket-ball

Drawing cast steel and introducing tempering in making cold chisel. Forging and tempering flat drill. Forging and tempering hammer. Drawing, bending, punching, and tempering arch spring. Forging and tempering lathe tools. Welding steel to iron. Forging blacksmith's tongs.

In connection with the above course will be brought in the reading of drawings; the construction of iron, steel, etc; the study of fuels and their combustion; the study of tools and their parts.

In place of blacksmithing, Senior boys are sometimes allowed to take mechanical drawing or to spend their time in some of the various trade departments of the school.

COURSE IN PHYSICS

An elementary course in the following subjects.—

Junior Year Matter and its properties. Force of Gravity. Atmospheric pressure. Heat.

The work of this year serves to begin the development of the pupil in correct methods of observing and inferring; and as the observations and the inferences must be both stated and written, it forms a basis for the language work of this year.

Only home-made apparatus is used in this course, such as the pupil may construct himself.

In addition to a review of the work of the Junior
Middle Year year, the following subjects will be pursued.—Momentum and its relation to forces. Three laws of motion. Composition and resolution of forces. Center of gravity. Falling bodies. Curvilinear motion. The pendulum. Pressure in fluids. Barometers. Compressibility and elasticity of gases. Buoyancy of fluids. Density and specific gravity. Work and energy. Machines.

Electricity. Sound. Light.

Senior Year All the work in physics is conducted after the laboratory method. In order to emphasize the intrinsic value of the knowledge which the study of physics involves, useful applications of various laws and principles are given special attention. Work and investigation in many of the scientific processes of the industrial world where the principles of physics are applied, are assigned pupils and they are required to devise and construct the necessary appliances for the same.

A constant effort is made to correlate the subject of physics with the other subjects, trades and industries which are taught at Hampton.

NORMAL COURSE

TWO YEARS

The Normal Department offers the following two years' course of study to all persons who wish to fit themselves for more effective educational work. Regular students are required to hold the academic diploma of Hampton Institute or its equivalent. Special students may be admitted to any of the courses which they are fitted to enter.

General Courses 1. *Introduction to Education*.—This course deals with five primary elements in education.—

a. Education as a science, based on the sciences of physiology, psychology, and sociology.

b. The meaning of education—the significance of childhood in the development of the race.

c. The aim of education—conscious adaptation to the physical, intellectual, social, moral, and religious environment of the race, with capacity to modify and serve it.

d. Personality and environment in education.

e. The factors in education—the family, the school, the vocation, the state, the church.

The work of the class consists of discussions, reports, and assigned reading.

2. *Psychology*.—The purpose of this course is to acquaint the teacher with the laws governing mental activity, its growth and development. That the science of education may be properly applied to the child, such a study becomes indispensable. James' Talks to Teachers on Psychology, Lange's Apperception, and McMurry's Method of the Recitation, with references to library volumes, are made the basis of the course during the present year.

3. *The Psychology of Childhood*.—This course deals with the physical, intellectual, moral, and religious development of children. The teacher must know the native reactions—how the child-mind acts—before those reactions can be utilized in establishing the high-

er and acquired reactions. The child's sense of fear, love, curiosity, imitation, emulation, ambition, pugnacity, pride, ownership, constructiveness—all must be realized and utilized by the successful teacher. The work consists of original studies on children in the Whittier public school, of statistical studies on data collected from large numbers of schools, and in the study of the literature of the subject.

4. *History of Education*.—A study of the distinctive educational ideas and ideals held by different nations in different phases of civilization and at different periods of their history, with a view of determining the aims of present educational activity.

5. *Educational Classics*.—It is the purpose of this course to acquaint the class with the work, ideas and spirit of great educators. During the coming year Rousseau's *Emile*, Pestalozzi's *Leonard and Gertrude*, Spencer's *Education*, and Washington's *Future of the American Negro*, will be studied.

6. *School Organization and Administration*.—This course is intended particularly to prepare students for administrative positions, such as those of superintendent and principal. It deals with the organization and administration of the public school system, the relation of the community to the school, the consolidation of schools in sparsely settled districts the school as a social centre, politics and the school, cost of the public school system, the salaries of teachers, the offices of superintendent and principal, compulsory attendance, school government, hygiene, sanitation, and the Virginia school law.

7. *Negro and Indian Society*.—A study of the social and economic principles which condition survival and progress in the Negro and Indian races. The desire for and the acquirement of wealth; individual ownership, industrial and frugal habits, good schools for an extended term, a practical religious life—all depend upon established laws, which the present civilization imposes upon the individual. The teacher must be the leader of social and economic movements, and the public school must be the centre of popular educational activity.

The aim is to develop a public school course of study, giving special attention to the method of presentation.

Course in School Subjects

8. *Arithmetic*.—Methods involving the constructive activity of the child. The Speer number work is made the special feature of the course during the present year.

9. *Literature and History*.—Children's literature—fables, fairy-tales, myths, biography, and Scripture, together with their use in the several grades.
10. *Geography*.—Field excursions, local geography, sand-table representations, modeling, maps, the use of pictures, the calendar, the study of types.
11. *Nature Study*.—Types of plant and animal life, beneficial and injurious insects, gardening and physics, and their application to public school work.
12. *Manual Training*.—The aim is to develop a course of manual training conforming to the child's interests, which will stimulate the habit of work and which can easily be adopted in any public school with the use of simple tools.
13. *Form and Color*.—The representation of nature through the medium of pen, pencil, brush, and clay, with particular application to the regular school subjects.
14. *Domestic Science*.—The keeping of a home, with special training in sewing and cooking.
15. *Physical Training*.—Schoolroom gymnastics, their influence in developing attention and obedience. Their physical effects, and their use in the cultivation of the spirit of play.
16. *Music*.—Sight reading, embracing difficulties of tune and time with reference to class-room presentation. Transposition and composition of elementary exercises.

Library Methods Our students appreciate the uplifting influence of the school library and are looking forward to the development and use of small school and public libraries in their respective communities. It is the purpose of this course to aid them in this work. The course, as given this year, consists of lectures, discussions and practice work, dealing with the selecting and buying of books, preparing them for the shelf, and circulation and reference work.

Special Courses In addition to the general course outlined above, the Normal Department offers special two-year courses for the preparation of teachers of cooking, or dress-making, and leading to the special Normal diplomas in these subjects. The students entering these courses are required to take the general courses in psychology and education, and are afforded the same opportunities as other students for observation and practice teaching in their respective subjects.

The subject matter and technical parts of these courses are as follows:—

Cooking.—Principles underlying methods of cooking. Some study of composition of foods and their value in the dietary. Practice in cooking plain foods. Preparation and serving of meals.

Chemistry.—Preparation and properties of elements and simple compounds. Acids, bases and salts. Testing of baking soda, cream of tartar, baking powder, blueing, etc. Properties of cellulose, starches and sugars. Solvents. Saponification. Analysis of milk, eggs, meat, etc, illustrating proportional amounts of moisture, fat, protein and ash. Chemistry of common household materials and operations.

Sewing in all its branches.—

Dress-making.—Including drafting, cutting, fitting and finishing skirts, waists, princess dresses and coats, with practical work in making different styles of dresses. The study of textiles.

Drawing.—Proportion, form and color. Color harmonies in draperies.

Physical culture.—

**Observation
and
Practice** The Whittier public school, standing on the Institute grounds, is a teacher's laboratory. Its four hundred pupils, beginning with the kindergarten, represent all types to be found in any public school. Its course of study and methods are under the supervision of the Normal Department. Sewing, cooking, gardening, manual training, and gymnastics can thus be carried on in their proper relations to the other school subjects and by methods feasible in any school, while they are at the same under the direction of the skilled, special teachers employed by the Institute. Actual teaching in the several grades, under careful supervision, enables every student to establish and to maintain similar work in his own community.

WHITTIER SCHOOL COURSE OF STUDY

Reading *First Grade.*—Through skilful questioning, the children are led to give sentences concerning their work in nature and literature. These sentences, written upon the blackboard, serve as their first reading lessons, and are expanded and hektographed or printed for permanent reading material. Daily word and phonic drill supplements the reading. Af-

Fourth Grade.—Diacritical marks to assist in the pronunciation of difficult words.

Each and All, Seven Little Sisters, The World by the Fireside, Great Americans for Little Americans, and two volumes of Pratt's History Stories are read. The children buy Stepping Stones to Literature No. IV.

Fifth Grade.—The use of the dictionary. Robinson Crusoe, Baldwin's Old Greek Stories, the Normal Fourth Reader, and Seaside and Wayside No. 3, are used.

**History
and
Literature***

First Grade.—Selected poems from Riverside Poetry and Prose for Beginners, and parts of Hawthatha's Childhood committed to memory.

Children reproduce orally stories told by the teacher, including such fairy tales as Cinderella, Red Riding Hood, Jack the Giant Killer, and The Three Bears.

The following Bible stories are learned and reproduced:—The Garden of Eden, The Deluge, Joseph's Coat, Benjamin's Cup, David and Goliath, Solomon, The Birth of Christ, The Three Wise Men.

A study is made of the family organization and obligations.

Second Grade.—Selected poems from Whittier's Child Life, and poems connected with the nature work, such as Celia Thaxter's The Sandpiper, Helen Hunt Jackson's September, Eugene Field's Wynken, Blynken, and Nod, are committed to memory.

Nature Myths.—Neptune, Iris, Ceres and Proserpine, Apollo, Aurora, Arachne.

Stories of race types from Seven Little Sisters and Each and All.

Review of Bible stories already learned, and also—The Story of Joseph, The Bondage in Egypt, The Release of the Israelites, The Story of Moses, The Ten Commandments, Elijah and the Ravens, The Fiery Furnace, Daniel, John the Baptist.

A study is made of the school organization and the obligations of pupils.

Third Grade.—Selected poems from Whittier's Child Life, committed to memory. The Story of Ulysses, The Story of Robinson Crusoe, The Jungle Book.

Historical stories in connection with the geography, for in-

*See Reading Course.

stance, the story of Pompeii in connection with volcanoes, and the story of Magellan in connection with the ocean.

Bible Stories.—The Miracles of Christ:— Feeding the Five Thousand, Walking on the Sea, Stilling the Storm, Healing the Sick, the Lame, the Blind, Healing the Lepers, Raising the Widow's Son, Raising Lazarus.

A study is made of business organization—the interdependence of merchant, carpenter, mason, farmer, etc.

Fourth Grade.—Selected poems by Longfellow and Whittier committed to memory.

Stories of pioneers, traders, discoverers, and explorers. Stories from Virginia history. Two volumes of Platt's American History Stories and Eggleston's Stories of Great Americans for Little Americans.

Bible Stories.—Christ's Parables:—The Lost Sheep, The Pounds, The Talents, The Tares, The Rich Man and Lazarus, The Pharisee and the Publican, The Goodly Pearl, The Prodigal Son, The Great Supper, The Wicked Husbandmen.

A simple study of county and district organization, with the duties and rights of the various officials.

Fifth Grade.—At least one poem each month, and the Sermon on the Mount committed to memory.

Hawthorne's Wonder Book, Baldwin's Old Greek Stories, Livingstone and Stanley in Africa. The Development of Africa. Bible Readings selected for Public Schools.

A simple study of the organization of state and national governments.

In all grades, days important in the history of the nation or of the school are celebrated.—Thanksgiving, Christmas, Founder's Day, the birthdays of Lincoln, Washington, Whittier, etc.

A special effort is made to arouse race pride in the children through the stories of such men and women as Toussaint l'Ouverture, Crispus Attucks, Alexander Dumas, Frederick Douglass, Booker T. Washington, Paul Dunbar, Charles Chesnutt, Phyllis Wheatley, Lucy Laney, Edwina Kruse, and other Negroes of note.

The work in geography as a separate study begins with the second grade, corresponding generally to third and fourth school years of our pupils, and takes its immediate departure from the school garden. The work is necessarily very simple and is peculiarly dependent upon pic-

Geography

tures in the fourth year. Sketching and sand-board moulding are also constantly employed as helps.

Tarr and McMurry's geographies are the teacher's chief source of material and are placed in the hands of the pupils in the last two grades.

Second Grade.—I. Third School Year.

1. Simple lessons on position, distance and direction. Cardinal and semi-cardinal points.

2. The atmosphere—water in the air, evaporation and condensation. Lessons on dew, frost, mist, rain, hail and snow at appropriate seasons.

3. Study of soils in school garden, on sand beach, in wood lot. Composition, fertility and formation. Action of air and water in erosion, transportation and deposition.

4. Local surface features. Dry and wet land. Relation to plant and animal life, health, etc.

5. Hampton Creek and Hampton Roads, studied from points of view of beauty, shore forms, action on beach, plant and animal life, health, etc.

6. Local industries and local means of transportation.

II. Fourth School Year.

Detailed study of forms of land and water.

1. Running stream—bed, channel, banks, mouth, source, rapids, falls, eddies, etc. Stream as source of power, agent in soil transference, home of plants and animals. Beauty of stream and adjacent country.

2. Physical features adjoining stream—flood plain, hills, valleys, relief, slopes, divides, etc.

3. River, river system, and basin.

4. Mountain and mountain system.

5. Ponds, lakes and the ocean. Shore lines and modification by water action. Headland, cape, bay, peninsula, isthmus, island, strait, etc.

6. Relation of physical features to industrial, commercial and social life.

Third Grade.—I. Fifth School Year.

1. Industry and commerce. Oystering or fishing. Corn, cotton, or dairy farming. Normal School industries. Lumbering. Coal mining. Trading and transportation.

2. The earth as a whole.—Form and size. Daily motion—axis, poles, equator, day and night, tides. Yearly motion—zones

and heat belts, seasons, etc. Continents and oceans. Air and water currents.

Fourth Grade.—II. Sixth School Year.

Study of North America.—Coast features, surface and drainage, climate, product and industries. Chief cities and commerce. Canada, United States, and Mexico. Brief study of South America by comparison.

Fifth Grade (Seventh School Year).

Study of the United States.—Surface features, climate, industrial sections and their characteristic products. Commerce—great seaports, exports, imports, transportation. Study of some of the following important cities:—New York, Chicago, Minneapolis, New Orleans, San Francisco.

Brief comparative study of Europe, Asia and Africa.

First Grade.—Children use number in connection

Arithmetic with objects, learning to count as far as their other work affords them the opportunity. Measures are

used freely—pint, quart, gallon; pint, quart, peck; inch, foot, yard; cent, nickel, dime. Fractional parts, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, of numbers from 1 to 12. Children deposit savings in Penny Provident Fund and care for their bank-books.

The Speer Primary Arithmetic, in the hands of the teacher.

Second Grade.—Use of measures continued. Fractional parts, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$, of numbers from 1 to 50. Oral work in the four rules and much drill in the combinations of numbers to 50.

Savings deposited in the Penny Provident Fund and bank-books cared for.

The Speer Primary Arithmetic, in the hands of the teacher.

Third Grade.—Combinations of the multiplication table developed through the construction of diagrams. Fractional parts as in the previous grade, with the addition of $\frac{1}{5}$, $\frac{1}{9}$, $\frac{1}{10}$, $\frac{1}{12}$. Teach and associate with the corresponding fractions, 100 per cent, 25 per cent, 50 per cent, 75 per cent, $33\frac{1}{3}$ per cent.

Much oral drill in rapid addition and multiplication, in fractions and in percentage.

Easy written work in the four rules. Care of bank-books continued. The Speer Elementary Arithmetic in the hands of the teacher.

Fourth Grade.—Addition of fractions whose common denominator can be found by inspection. Percentage as in third grade

with the addition of 10 per cent, $12\frac{1}{2}$ per cent, $16\frac{2}{3}$ per cent, and their multiples.

Easy examples in simple interest with application to their own savings in the Penny Provident Fund, and transference to savings banks. Much drill in the four rules and long division. The Speer Elementary Arithmetic, in the hands of the teacher.

Fifth Grade.—Much oral work in the four rules, in fractions, and in percentage.

Work in simple interest continued. Bills and accounts.

Giffin's Supplementary Arithmetic, Part II, and Prince's Arithmetic, No. 5, in the hands of the pupils.

Language The language work aims to give freedom and correctness in oral and written expression of the thought of the child. The material for this work is obtained chiefly from the other subjects in the curriculum, especially from nature study, literature, biography, history and geography, and from the daily morning talks on current events and other interesting topics. In all the grades above the first, at least one period a day is devoted to language lessons. Daily criticism of the work produced by the pupils is an important feature, and so far as possible, the correct forms are impressed without calling attention to those that are incorrect. Lessons in formal language study are given whenever necessary for the explanation of definite points in construction or idiom.

First Grade.—Building and writing new words in reading lessons. Development of words and their proper use in sentences, both oral and written. Simple sentences from lessons on plant life, lessons suggested by the seasons with their attendant phenomena, and lessons on the human body. Simple stories about interesting pictures. Reproduction of stories told by the teacher. Memorizing of poems.

The songs of the day should, so far as possible, be in harmony with the thought of the reading and language lessons.

Constructive work.—Statements and questions with period and question mark. Use of capitals at beginning of sentences, in proper names, pronoun I, and in poetry. Agreement of subject and predicate. Use of *a* and *an*. Correct use of *Mr*, *Miss*, and *Mrs*.

Second Grade.—All the work of the first grade continued. Dictation lessons. Short letters. Careful attention is given to the pronunciation of words and to the use of the forms of inflected

words employed by the children. Whenever possible the written work is used as material in the reading exercises.

Constructive work.—Use of correct pronoun forms. Formation of regular plurals. Possessive singular and plural forms. Correct use of prepositions. Correct use of *may* and *can*, *was* and *were*, *saw* and *have seen*, *did* and *done*. Use of comma, exclamation point, and quotation marks in sentences given by the children. Use of abbreviations *Dr*, *Rev*, *St*, *Ave*, *Va*, *A. M*, *P. M*, together with names of months and initials of given names.

Third Grade.—Work of previous grades continued. Daily oral reproduction of stories told by the teacher or read by the pupils, and written reproduction at least once a week. Combination of simple statements into compound ones by the use of simple connectives and pronouns. More time given to dictation and letter writing. Simple description of pictures. Discussion and reproduction of work in nature study, geography and physiology. Not less than two poems are memorized each week.

Constructive Work.—Irregular plural forms. Common abbreviations and contractions. Punctuation and capitalization continued. Proper use of adjectives and adverbs. Correct use of relative pronouns in combining simple sentences into complex and compound sentences.

Fourth Grade.—Work of previous grade continued. Reproduction of stories from literature, history and biography. Description of pictures. Imaginary journeys. Discussion of topics in nature study, geography, physiology, manual training, etc. Dictation and letter writing. Memorizing of poetry and prose composition.

Constructive Work.—Correct use of relative, demonstrative and distributive pronouns. Use of comparative and superlative degrees of adjectives and adverbs. Discriminate use of homonyms.

Fifth Grade.—In this grade freedom of expression is still the chief aim. The pupils combine still further their independent statements into compound and complex sentences, thus expressing their thought in connected discourse. Paragraphing is a prominent feature. Much writing is given upon topics as follows:—

Stories from literature, history and biography. Discussions on topics in geography, physiology, nature study, and the various forms of manual training. Business and social letters. Imaginary journeys. Description of interesting objects, scenes and pictures.

Description and narration of events in current history.

Cooking

To the girls in grades IV and V is given a two years' course in cooking and care of the kitchen, which aims to find its practical application in the children's homes. It is also intended to develop habits of accuracy, neatness and wholesome responsibility.

The work comprehends the cooking of meats, vegetables, cereals, eggs, warmed-over dishes, tea, coffee, raised bread and hot breads. Instruction is also given in table laying, waiting and table manners.

The method is that of individual work, and the pupils improvise and use such utensils as they can hope to have in their own homes.

Sewing

The instruction given in sewing aims: to teach the child how to use his hands and fingers intelligently and skilfully in plying the needle; to train the eye to quick and accurate perception; to train the child to correct expression by requiring oral description of work done; to train the will, taste and judgment, so that neatness, perseverance, patience, promptness, thoroughness and economy of material become second nature.

Boys, as well as girls, sew in the lower classes.

In the lower grades coarse materials are used, such as cardboard, burlap, raffia, worsted in the spool-knitting and weaving, and cord in the string work.

The lessons are arranged progressively beginning with the following:—Correct position of the body, finger drills, use of needle, thimble and scissors. In the advanced grades are taught basting, running, over-casting, stitching on muslin, overhanding, hemming, gathering, felling, patching, stocking and cashmere darning, button-hole making, and the sewing on of buttons, hooks and eyes, and tapes.

The children make small pillow cases, sheets, aprons and dress-skirts, and draft and make small under-garments.

In the highest grades shirt-waists are made by allowing the children to use the sewing machine and encouraging them to do much of their work at home.

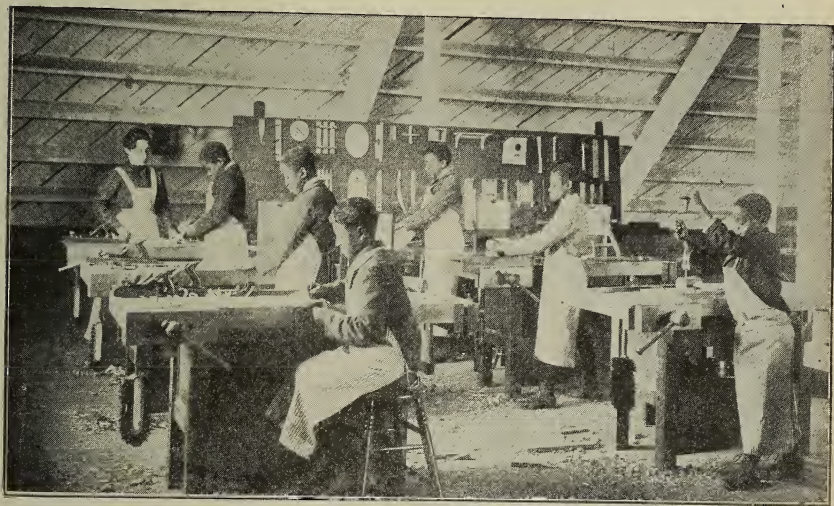
An important feature of the work is the making of articles needed in the senior class-rooms.

Manual Training

First Grade.—Stories, such as Hiawatha and the Mother Goose Rhymes, illustrated by the use of clay, pencil, scissors and color. Constructive work in paper, envelopes, and boxes for seeds. Knife-work in thin wood—labels, fences, dibbers, etc. for the garden.

Second Grade.—Clay modeling of fruit and vegetable forms. Paper constructive work, envelopes, etc, and articles of furniture for doll's house. Knife work—boxes, tables, chairs, bedsteads, etc. for a doll's house.

Third Grade.—Knife work in thicker wood. Use of simple bench tools in the manual-training room during the second half of the year. School and garden apparatus.



Primary Class in Sloyd

Fourth Grade.—Elementary bench work, including a modified course of sloyd. Repairing class-room furniture, making a miniature house for the lower grades.

Fifth Grade.—Advanced bench work, including a modified course of sloyd. Class-room repairs, laboratory apparatus, etc.

The children of the colored race have so decided a fondness for music that the work done in this department is looked upon by them as recreation rather than labor.

Music

The sweetness and beauty of their voices, whether heard in the pathetic strains of one of their beautiful plantation melodies or

in the stirring music of some school song, are acknowledged by all who listen to them; consequently they lend themselves easily to instruction.

Music is a refining and uplifting element in any life, and the music of the school-room should influence the home and make its power felt there. Such is the case with the music of the Whittier, as the children teach their parents and younger brothers and sisters the carols learned by them at Christmas and Easter as well as the other music which they learn at school. Proof of this is given in the following incident. At Christmas a Negro workman on the road was heard whistling a Christmas carol which he could have learned only from one of the Whittier children.

The children of the upper grades are given printed leaflets which they carry home, where they are faithfully used for practice not only by themselves but by their parents as well.

The Holt system of sight reading is used, and the chart and readers of that system form the basis of instruction.

In the lower grades a great deal of time is spent in dealing with tones as mental objects before musical notation is used. In these grades the constant use of rote songs serves to vary the work.

After the children become better acquainted with the relative pitch of tones, they are given easy reading in different keys from the chart and blackboard. Then follows the more advanced work in the upper grades in extended sight reading and part singing—two and three part songs and exercises being read with ease and accuracy in these grades. Practice is given in writing the major scale in various positions.

Periods for practice are given every day in preparation for the weekly lesson by the instructor of music.

Drawing Brush work. Elementary color. English work illustrated with imaginative drawings. Color work in connection with nature study.

Gymnastics The Swedish system is used with daily instruction throughout the year. Each day's work consists of a day's order, comprising movements which affect all parts of the body—the object being to secure the best physical development and muscular co-ordination and to overcome faulty positions assumed in standing, sitting, and walking.

Gymnastic games, wherein the purpose is to gain physical and mental control, quickness and alertness, are also used.

During the winter months the gymnastic drills are given in

the large central hall, and in warm weather the work is done out of doors.

The nature study centers largely in the school garden and is based on the work done there. The

Nature Study object of the nature work is to arouse an interest in plants and animals, and to teach facts and principles which will be useful on the farm, and in the home garden. The outline of the lessons is, briefly, as follows:—

Elementary Lessons in Plant Life.—Important parts of plants and the use of these parts to man. How they grow and what they do for the plant. Germination. How to help the plant do its work.

Elementary Lessons with Soils.—What the soil does for the plant. Sand, clay, humus. How the soils are made. Work of the sun, water, air, ice, plants and animals in making soils. Relation of the soil to water, air, heat and plant food.

Elementary Lessons with Insects.—Common insects found in the garden. Their habits, how they run about, how they eat, their general structure. How to check the evils of injurious insects.



A Class in the Whittier Garden

School Garden The garden is in three sections. Section one is a small part designed for simple lessons in ornamental planting. Section 2 is laid out in beds ranging

in size from 4 by 6 to 11 by 15 feet, on which are grown vegetables, flowers and fruits. Section 3 is used for practice with the larger farm tools, such as the plow, harrow, cultivator, etc. and is planted with farm crops. The whole area covers a little less than two acres.

Some of the lessons taught are as follows:—How to use the spade, hoe, rake, dibber and the larger tools. How to prepare the soil for planting. How to plant seeds. How to transplant. How to care for the garden after it is planted. How to care for the farm crops. How to propagate and care for the small fruits.

Excursions are made to an adjoining hundred-acre farm for observation.

Parallel with the work with tools are given lessons with plants, soils, and insects.

The underlying thought of the year's work is the **Kindergarten** special demand and interdependence of the seasons.

Course *Fall*.—General subject : Preparation for winter.

Special subject : Work time contrasted with rest time.

1. The preparation of trees, flowers, birds, crabs, and fish for the winter rest time.—The changing appearances are illustrated by paper cutting and painting. Garden seeds are planted in window-boxes, and the sand table expresses daily the child's idea of river, valley, hill, and the general outline of the surrounding country.

2. Preparation for winter on the farm.—The farmer's fall work is symbolized by the making of barns, bins, horse troughs, carts, etc. The vegetables and fruit he gathers are modeled in clay.

3. Preparation for winter and rest in the home.—Monday (wash day,) is symbolized by the washing and ironing of the doll's clothes. Through paper cutting and clay modeling, furniture for the doll's house is provided, such as stoves, tables, benches and cupboards. Nailing is introduced in making the doll's chairs and bedsteads from prepared wood. The cheese-cloth mattresses are sewed with a free running stitch and filled with hay previously gathered and dried. Warm garments are made for the dolls, blankets for their beds, and warm rugs of braided woolen strips for the doll's house. The preserving of fruit in vaseline jars symbolizes the canning season.

Preparation for the winter rest time culminates in a Thanksgiving party. The spirit of thankfulness finds expression in the Christmas work for others.

Winter.—General subject : Protection.

Special subjects : Personal, family, and state protection.

1. The shoemaker is the symbol of personal protection. The children visit the shoemaker's shop and watch him make shoes ; then they sole a child's shoe, and make the bench and tools in clay and paper. The shoes of this and other nations are drawn and modeled in clay.

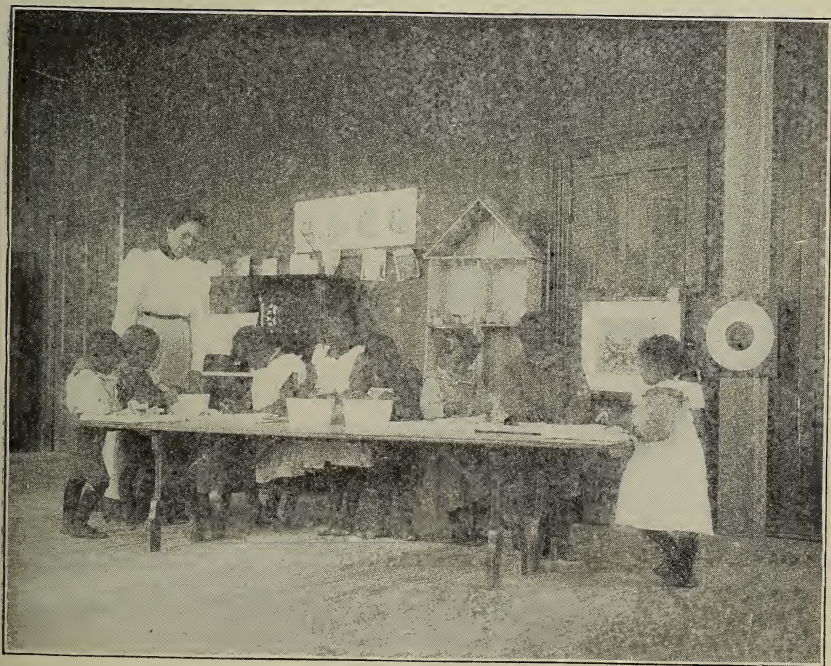
2. The carpenter is the symbol of family protection. The doll's house is shingled, ladders and work benches made, and bricks modeled. Houses of different dimensions are built which develop the contrasted ideas, high and low, wide and narrow, large and small.

3. Soldiers and knights are symbols of state protection. Bugles and drums are modeled in clay, high walls and castles built, flags painted, tents cut from paper, and soldier caps folded.

Spring.—General subject: Awakening life.

Special subjects : Wind and sun.

1. Weather vanes are cut from cardboard for the church steeples already built. The making of paper boats, the folding and



Domestic Work in the Kindergarten

flying of paper pin-wheels, and flying kites are important activities in the free work of springtime.

2. Birds and Flowers. The appearance of the pussy willow is the first sign of awakening life. Bird houses are made for the trees near by, eggs are modeled, birds and crocuses painted, and scrap-books of spring pictures made. The hen with her family of chicks is provided with a coop and chicken yard. Baskets are woven for the Easter eggs. The work culminates in appropriate Easter exercises.

3. Gardening.—Plants, flowers, and berries are set out, and seeds planted. Simple wheelbarrows, and small tools of tin and wood are made with which to carry on the daily garden work. Stories of walks on the farm are expressed through drawings.

Illustrative songs and stories, small house-keeping duties, rhythmic and carefully selected traditional games, ladder jumping, bean bags, and seesaw are brought into the daily program.

SPECIAL AGRICULTURE COURSE

Requirements for admission same as for other graduate courses (see page 19).

This course covers a period of three years and is intended for students who wish to fit themselves to be agricultural teachers and superintendents.

The course is as follows.—

Chemistry.—Theoretical chemistry of the non-metallic and metallic elements.

Science Chemistry of soils, plants, animals, manures, and fertilizers.

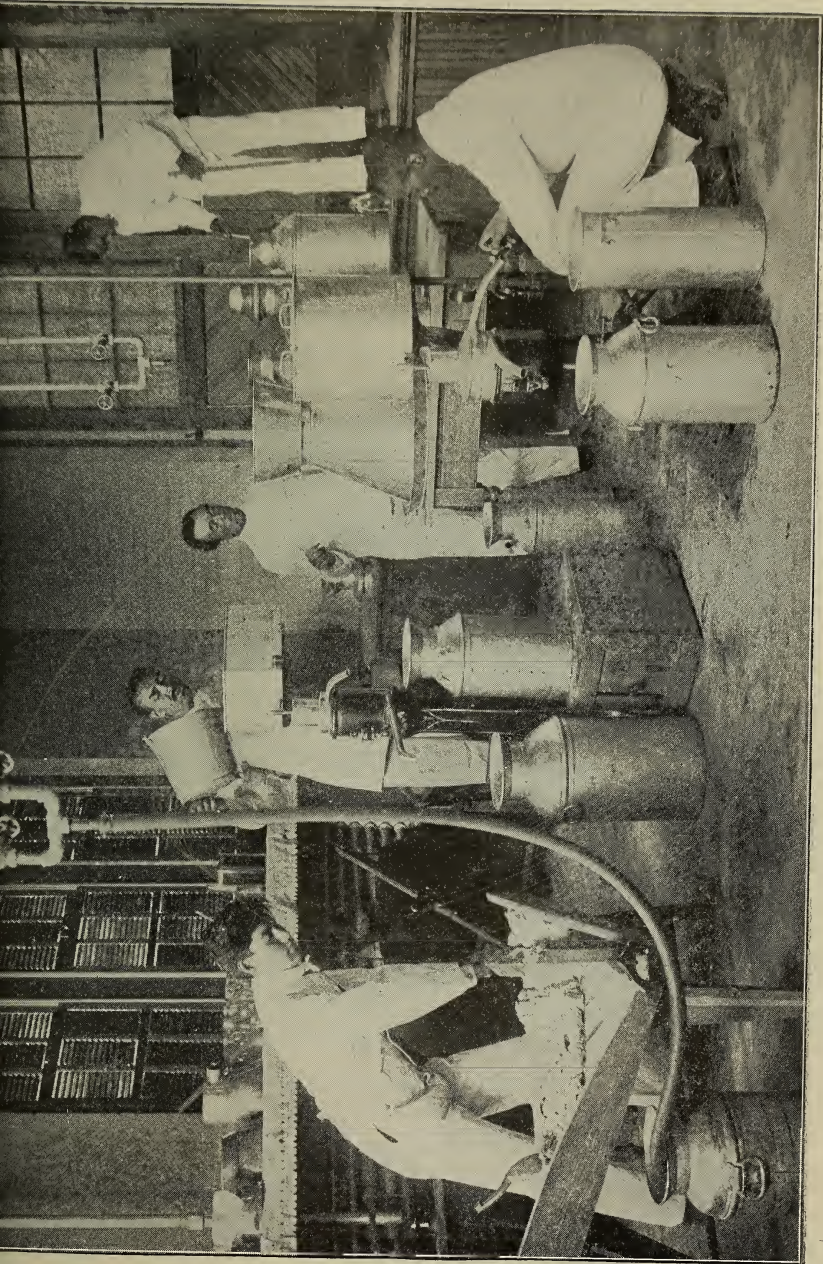
Laboratory work on the preparation and properties of the non-metals, qualitative separation of the metals, and quantitative tests of simple minerals, salts, dairy products, and fertilizers.

Botany.—Structure and habits of growth of the crops and weeds of the farm.

Insect Life.—Insects injurious and beneficial to agriculture.

Agriculture *History of Agriculture.*—Farm management. Farm buildings. Fences. Roads. Repairs, etc.

Farm Accounts.—Business forms, etc.



Butter Making

Soils.—Origin and physical properties, tillage, manures, rotation of crops.

Farm Drainage.—

Farm Crops.—History, uses, culture.

Horticulture Modification of plants by soils, climate, and culture.
Propagation of plants.

Gardening and Trucking.—Soil, varieties of crops, culture, market, etc. Forcing vegetables under glass.

Fruit Culture.—Orchard and small fruits.—Propagation, planting, pruning, care, marketing.

Floriculture.

Ornamental Gardening.



Cattle at Hemenway Farm

Animal Industry Care, management, and breeds of dairy stock, horses, swine, poultry, and sheep.

Composition of feeding stuffs. Principles of stock feeding. Principles of stock breeding. Diseases of live-stock.

Dairying *Dairy Stock*.—Breeding, care, management.
Dairy Bacteriology.

Milk.—Composition, sterilization, pasteurization, care, testing, creaming.

Butter.—Ripening the cream, churning, working, packing, and marketing.

Cheese Making.

Dairy Utensils.—Separator, churn, butter workers, cream vats, etc.

BUSINESS COURSE

Single Entry.—Study of debits and credits. Study

Bookkeeping and practice in keeping Day Book, Cash Book, and Ledger, including study of entries and postings.

Balancing and closing of accounts. Trial Balance—how taken and what is shown by it. How to ascertain gain or loss in single entry.

Double Entry.—Continued and broadened study of debit and credit. Study of differences between single and double entry; the advantage of the latter. Study of the meaning and significance of the various accounts and classes of accounts—capital, capital stock, stock or proprietor's account, expense, labor, freight, discount, merchandise, bills (or notes) receivable, bills (or notes) payable, personal accounts, profit and loss.

Analysis of Journal, Day Book, Cash Book, etc. Opening and closing sets of books. Practice in making entries and posting, which includes the keeping of several complete sets of books (in theory) from the simplest to more intricate. Trial Balance—how taken, what facts are shown, analysis of Balance Sheet, showing financial standing—how made, net worth or insolvency, relation of resources and liabilities to profit and loss. Introduction and study of modern features and processes of accounting—column journals, column cash books, invoice books, sales books, bill books, and various other supplementary or auxiliary books used by modern business houses.

The course in bookkeeping to be supplemented by daily practice in actual office routine in the various shops and offices of the school.

Commercial Correspondence and Penmanship Forms in use in the various kinds of business letters. Critical study of business papers.

Theoretical work to be supplemented from time to time in writing actual business letters for the school and school officers—from dictation, as well

as original composition from given facts. Practice in copying letters on letter press and study of importance of preserving copies of letters. Study of various methods of filing letters and papers.

Contracts.—Construction, arrangement, essential elements of, general law bearing on them, persons competent to make them, etc.

Commercial Law and Business Papers *Partnership.*—Advantages and disadvantages of rights, duties, liabilities, dissolution.

Corporations.—Advantages, formation, power, directors, stockholders, laws governing them, various kinds.

Agency.—How created. Principal.—his duties, rights, and liabilities. Agent.—his duties, rights, and liabilities.

Negotiable Paper.—Notes, money, drafts, checks, laws and customs regulating same, endorsements, form of paper, essential requisites, protest, duties of holder under various circumstances.

Legal Papers.—Deeds of Trust, Mortgages, Insurance Policies, Wills. General outline of requirements in drawing and warnings about making papers, etc. General talks concerning these and other business and legal papers.

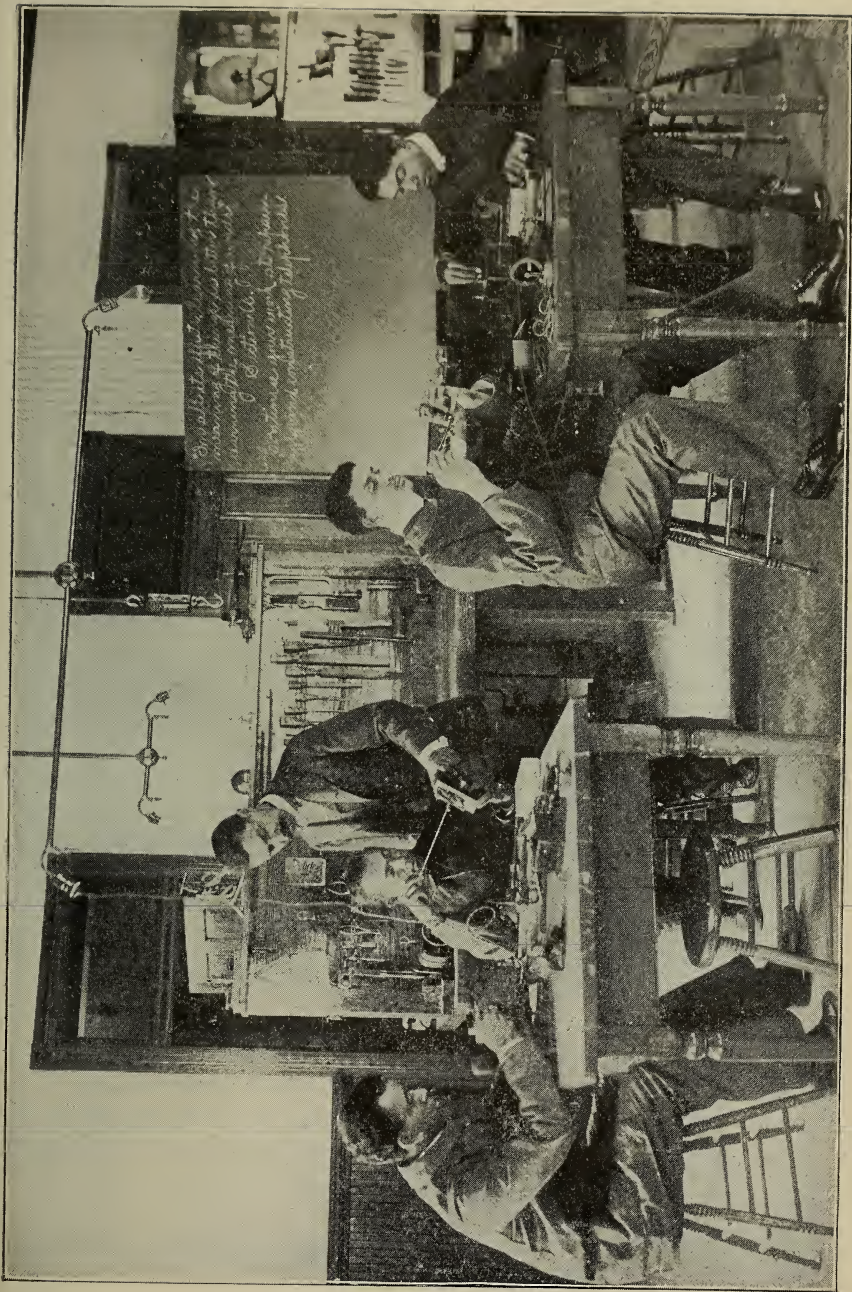
ELECTRICAL COURSE

A technical and practical course in the useful applications of electricity, comprising wiring for electric bells, lights, etc; construction and management of telephones, dynamos, and motors; management of small electric plants; electrotyping and electroplating; telegraphy; construction and repair of electrical devices in general use.

The aim of the course is to prepare handy workers in electricity.

The apparatus of this course includes the electrical instruments, devices, etc, which are found in daily use.

The physical laboratory is furnished with a complete electrical plant.



By substituting the telephone for the
messenger of the past, business men
are saving the most important of their
time and money.
J. C. Ketchum
"I am a great believer in the
importance of the telephone."

Making and Repairing Telephones

DEPARTMENTS OF INDUSTRIAL TRAINING

AGRICULTURE COURSES

Instruction in the several courses is given by means of text-books, lectures, and practice work; classroom work is illustrated by means of specimens, models, charts, photographs, etc. As far as possible each student is required to put in practice the principles taught in the classroom.

Students taking the courses in agriculture will be required to put a certain number of hours each week into recitation, study, drawing, and practice work.

Work Practice will be an important and prominent feature of the course, and for pure practice the student will receive no wages. After meeting the requirements as to recitation, drawing, practice, etc. the student will be given an opportunity to do necessary work in the department, and will be paid therefor according to his ability and the actual time spent in doing the work, being thus enabled to earn something toward paying for board and incidental expenses. Tuition will be free.

Equipment Twenty acres of land have been devoted especially to practice work. Four acres of this have been laid out as a small model farm. Ten acres have been planted with small and orchard fruits and the remainder is used for experiment and illustration in the growing of farm, truck and garden crops.

In the new Domestic Science Building the department of agriculture has six large rooms, a museum and lecture room, a laboratory for chemistry and physics, a laboratory for botany, horticulture, and entomology, a farm laboratory, a dairy, and a farm-engineering room. The department has also two greenhouses.

Aside from these the Institute has two large farms, which together cover about seven hundred acres, equipped with buildings, dairy stock, horses, hogs, and poultry.

I.

AGRICULTURE NO. 1.

The details of this course will be found on page 58.

II

ELEMENTARY AGRICULTURE

This course is required of all students who take the academic course. The details of the course will be found on pages 25-40.

For the benefit of those who are unable to spare the time for the three years' course in agriculture a number of shorter courses in agriculture, horticulture, and dairying have been arranged as follows:—



A Class Studying Roots

III

AGRICULTURE NO. 2

Length of course, one year

English branches as taught in the academic course. Mechanical drawing. Manual training.

Chemistry of soils, plants, animals.

Agriculture *Soils*.—Origin, physical properties, tillage.

Drainage.

Manures and Fertilizers.

Farm Crops.—History, uses, culture.

Farm Stock.—Breeding, selection, management, diseases, principles of feeding, feeding stuffs, soiling of stock.

Farm Accounts.—Business forms, etc.



Filling a Silo by Hand

Farm Buildings.—Barns, stables, silos.

Farm Management.

IV

HORTICULTURE

Length of course, one year

English branches as taught in the academic course. Mechanical drawing. Manual training.

Botany.—Structure and habit of growth of plants.

Horticulture Modification of plants by soil.

Propagation of Plants.—Seeds, cuttings, grafting.

Gardening and Trucking.—Soils, varieties, crops, culture, marketing, growing vegetables under glass.

Fruit Culture.—Orchard and small fruits, propagation, planting, pruning, spraying, care, marketing.

Floriculture.

Ornamental Gardening.

V

DAIRYING

Length of course, one year

English. Mechanical drawing. Manual training.

Dairy Stock.—Breeding, care, management.

Dairying *Dairy Bacteriology*.

Milk.—Composition, care, testing, and methods of creaming.

Butter.—Ripening the cream, churning, working, packing, marketing.

Cheese Making.

Dairy Apparatus.—Hand and power separators, aerators, churns, butter workers, vats, hand and turbine milk testers, etc.

VI

AGRICULTURE NO. 3

A summer course in Agriculture

See Summer Institute course of study.

TRADE COURSES

ARMSTRONG AND SLATER MEMORIAL TRADE SCHOOL

**Courses
Offered**

The Trade School offers courses in the following departments.—Carpentry. Painting. Wheelwrighting. Blacksmithing. Machine work. Tailoring. Bricklaying. Plastering. Shoemaking. Harness making. Steam Engineering. Tinsmithing.

The advantage of entering the Trade School is that one can take up a trade by logical and systematic steps from beginning to end. Each department is free to teach fundamental principles, by the careful application of which to commercial work, and by constant drill in the use of tools, it is believed the student has a far better chance of well-rounded training than under the apprenticeship system.

In addition to the above there is great opportunity for experience in the various productive industries on the school grounds. These industries are directly under the control of the Institute and are open to the Trade School students, who are expected, as a part of their respective courses, to spend in them a portion of their time. The Trade School, through the munificence of its friends, has one of the best equipments of tools and appliances to be found in the country, and tries to carry out Hampton's underlying thought of providing such an education as will be a help not only to the individual but through him to his race.

Requirements Every Trade School student is required to devote nine hours a day to his trade and two hours to recitations in the night school. He is subject in every way to the general rules governing the Institute as found in another part of this catalogue.

Admission Applicants for admission to the Trade School must be not less than sixteen years of age and able to pass the entrance examinations to the Academic Department. (See page 18.) Other terms of admission will be found on page 19.

**Length of
Course** Each Trade School course is three years, a portion of which may be spent in some of the outside industries. The following lines are taken up:—1st Actual work at the bench; 2nd, Instruction in the kinds, grades and prices of materials used; 3rd, Mechanical draw-

ing, which, as far as possible, bears on each trade; 4th, Drill in competitive labor.

The academic or night-school work consists of drill in arithmetic, language, science, geography, history, penmanship, etc.

A certificate will be given to every student who satisfactorily completes the required amount of work in any of the Trade School courses. It is distinctly understood, however, that the certificate will be given for attainment in skill rather than for length of service.

COURSE OF INSTRUCTION

Carpentry Each carpentry student has a bench containing a very complete kit of tools, the use and care of which he is carefully taught by exercises in planing, nailing, boring, sawing, glueing, making joints, etc. When a certain proficiency is reached, a house or barn is erected either in-



Carpenters at Work on a Stairway

side or outside the Trade School, and each boy has an opportunity to apply what he has learned to actual house construction in such

exercises as:—Laying off foundations, including running lines, setting batters, leveling and squaring. Laying off, framing, and putting into place the framework of a house; as sills, studding, floor joints, plates and rafters, including, hip, valley and jack rafters. Closing in and exterior work; as sheathing, shingling, weather boarding, putting on cornice, making and setting door and window frames, scroll and ornamental work, porch and piazza work, and step building. Interior work; as laying floor, casing openings, making and hanging sashes, blinds, and doors, wainscoting, mantle work, stair work, including newels, rails, and balusters; laying out and constructing stairway. Miscellaneous work; as fence building, truss construction, etc.

All exercises are worked from drawings.

Lectures with incidental study will be given on topics connected with the trade; as foundations, chimneys, trusses, mouldings, hardware, painting, and glazing, wood and other materials.

An excellent opportunity is afforded to study the manufacture of lumber from the log to finish as the Institute owns and operates a large saw and planing mill with dry kilns and the various machines for the manufacture of building lumber.

The room in which painting is taught is fitted up with twelve booths, each one of which represents a good-sized room. One side of each room is made up like the outside finish of a house, so that in every booth there is a chance to learn something of inside and outside painting, and of kalsomining. On the walls of the main room is ample space for brick penciling, stenciling, and other forms of decoration.

Outside Work.—

The members of the Trade School paint class are allowed to supplement their training by work in the Institute paint shop which is in another part of the grounds. From this shop they are sent out as regular painters to the various buildings, some sixty in all, that belong to the Institute, a plan which provides as good an opportunity of applying the trade as could well be found. Enough will be given in this course to enable the student to become an intelligent painter of houses; and instruction will be given besides, to a limited extent, in graining, hard-wood finishing, kalsomining and frescoing.

The theory of paints, their manufacture and adulteration, and lessons on the mixture and harmony of colors will be given as time may permit.

Carriage Painting may be taken if desired.

**Bricklaying
and
Plastering**

In this as in the carpentry and painting course, the greatest stress will be laid on plain house work, including foundations, walls, arches, and chimneys.

The course of instruction is as follows.—

Bricklaying.—Proper use of the ordinary bricklayer's tools; making mortar beds and boards, building scaffolds, screening sand, slacking lime, use of coloring material, selecting



Class in Bricklaying

brick, choice of lime and sand, spreading mortar, use of cement, cleaning brick; brick pavement, laying foundations with footings, using bond rod, English and Flemish; use of stretcher, headers, halfheaders, rowlocks, and ties; laying piers, setting window and door frames; laying pressed-brick front, trimming joints with pointing trowel and straight edge; laying off and building arches, square, banded, gothic, circular, and inverted; building chimneys and stacks, square, round, and octagon; ornamental work, terra-cotta and tile work; laying drain pipes, culverts, wells, and cisterns; cleaning

walls with acid; setting bake oven and boiler; fireplace work, and arched roof work, barrel and dome.

Plastering.—Making mortar and putty, use of hair; lathing; plastering walls and ceilings; plastering to grounds and to finish; scratch coating, second and third coating; floating, hard finish, sand finish; stucco work; and running cornice.

Lectures will include the general subjects relating to building, as in the carpentry course, and other topics especially connected with bricklaying and plastering.

House Building This course is arranged to combine a knowledge of carpentry, bricklaying, plastering, painting, metal roofing, and gutter work; and the course of instruction will be abridged from the respective departments in which the student is employed. This department is designed for young men who may wish to settle in small communities where a knowledge of several different trades will be of benefit or for those who wish to become contractors and who desire a general knowledge of the whole building trade.



Class in Wheelwrighting

Wheelwrighting This course is intended to fit one to be able to handle the work that is found in the ordinary country or city shop, after taking which the student is expected to be able to build a farm wagon or a plain carriage from beginning to end.

An opportunity is given for a partial course in blacksmithing to go with this course, so that at least the student will know what is needed to properly iron up his work. It is well, too, for the wheelwright to know something of plain carriage painting, and we advise taking an extra year in the paint shop, if it can be afforded.

Instruction begins with the care and use of the general wheelwright's tools, working out the common processes and principles of woodwork, following the course given in carpentry. (See page 69.)

There then follows the application of these principles in constructing the parts of a wheelbarrow, as handles, bars, legs, spokes, and rims, and putting the same together; laying out and making the parts of cart frames, as sills, standards, and rails; riveting and bolting together, laying out and making ribbed wagon body, framework, and panels; laying out and constructing wagon gear, including perch, head block, and axle bed, the platform gear, with futchels, bed piece, splinter bar, spring blocks, and circle blocks for fifth wheel; carving scrolls on spring bars, side bars, and head blocks; making shafts, including bending; making cartwheel, including shaving spokes; working out rims; laying out and mortising hub; and putting the parts together. Exercises are worked out from drawings.

Lectures and study on vehicles, wood, and other material used, iron-work as applied to wheelwrighting, carriage painting and trimming, and other topics connected with the trade.

Instruction is given in the care of fire, the best fuels, **Blacksmithing** proper heat; care and use of the general blacksmith's tools, including the working out of the following processes.—Drawing out, upsetting, bending, twisting, punching, cutting off, squaring up, scarfing, welding, brazing, case-hardening, tempering, annealing, heading and threading bolts, making and tapping nuts, riveting, hack-sawing, tire-setting. These processes receive further application in the following.—Forging staples, gate-hooks, hasps, anchors, cleats, hammers, eyebolts, collars, chains, punches, wheel tires, springs, general carriage work, lathe tools, and horseshoeing. Work is done from drawings as far as possible.

Lectures on such topics as combustion of fuels, construction of metals, strength of materials, tempering and annealing, arrangement and equipment of shops, power forging, tracking of wheels, artistic forging, specifications, and estimates.

In addition to the above a department of scientific horseshoeing has been added and each student, before he can finish his trade, takes his turn at this work. The course in horseshoeing covers the following ground.—

1. Stripping and preparing foot to receive new shoe and nailing in place to give correct lines to agree with pastern and leg.

2. Making shoes from horseshoe iron, and special shoes to overcome difficulties with the feet such as corns, quarter cracks, contractions, etc.

3. Study of diseases of the feet and remedies which can be suggested through good shoeing.

4. Shoeing to overcome difficulties in the gait such as interfering, kneeknocking, stumbling, etc.

The course of instruction in the machine shop is as

Machinist's Trade

follows.—

1. *Vise Work*.—Instruction will be given in laying out work to drawings and in the proper use and care of tools, as the chisel, square, file, scraper and hack-saw. The exercises include cape chiseling, broad chiseling, roughing out with file, filing to a line, draw filing, finishing, squaring up, polishing with file and emory cloth, hack sawing, bolt threading, nut tapping, scraping, plane surface fitting, slide fitting, riveting, keyway cutting, tool-making, as dividers and calipers. In addition to the above, each student is given some instruction in forging chisels, lathes, and plane tools, annealing, and tempering.

2. *Special lathe work*.—This includes small drilling, tapping, knurling, filing and polishing. A course is given in hand tool work such as small screws, thumb nuts, binder posts, and handle.

3. *Drill press work*.—This includes drilling to given depths, blocking out with drill, center drilling, countersinking, counterboring, etc.

4. *Shaper and planer work*.—Cutting off work, planing to dimensions, squaring, inside work, bevel planing, inside keyway, planing T slots, and work requiring the use of the surface gauge.

5. *Lathe work*.—Proper use of the lathe, straight cutting, shoulder cutting, tapers, eccentrics, chuck and faceplate work cutting thread (inside and outside), use of boring bar, polishing, use of centre rest.

6. *Care of tool room*.—The check system is used in issuing tools and the students take turns in the care of this room, which includes keeping the tools in order.

7. *Repair work*.—The greater part of the repair work from the saw and planing mills and from other departments on the grounds is done by the students, which gives an excellent opportunity for practice.

8. *New work*.—A speed lathe and emery grinder have already been built by students. Also many new tools, jigs, and special machines. This year, besides special tools, a six H. P. vertical engine will be built.

This course embraces.—*First*.—Care and management of boilers, including building, stoking, drawing and banking fires, regulating draught, water supply, and steam pressure, using injector, inserting water gauges under pressure, blowing flues, scraping or cleaning tubes, safety valve adjustment, patching and caulking boilers, inserting and expanding boiler tubes, packing valves.

Second.—Practice in running and caring for engines, making steam connections, setting slide valve, giving proper lap and lead, setting eccentric, arranging for the proper cutting off, filling oil cups, speeding governors, fitting belts, lining up, taking indicator cards, and calculating indicated horse power.

This course is intended to fit men to run boilers or engines in connection with mills, electric light plants, farms, etc.

In this course students are taken through the processes or steps leading to the making of the various kinds of harness and to carriage trimming, following which, application of the processes is given on harness and carriage work. Instruction and practice are given in making threads, cutting, skiving, and rounding edges of strap, punching, putting on loop and buckle and stitching same, making simple parts of harness, as hame strap, breeching strap and girth.

Second.—Making folded bodies, including making and using patterns in cutting lays, stitching, straight and figured creasing, skiving and sewing up waved and straight raised lays, applying these in breeching, girth, breast collar, lacing in soft cheek loops, etc.

Third.—Practice in saddle work—as in express, buggy, or couple harness, using tree, cutting skirts from patent or harness, leather or cloth, covering reed and binding saddle, stuffing with hair, tufting, stitching, putting in billets and terrets.

Fourth.—Practice on round work such as gag, face, and winker rounds, round hip strap, trace rein, and bridle.

Fifth.—Practice in cushion work, trimming shafts, leathering, dashers and fenders, making falls, lazy back cushions, etc, work on buggy and extension tops, carts, saddle, and other harness and carriage work.

Lectures and study on leather, kinds and styles of harness, drafting harnesses, estimating cost, etc.

In this course practice and instruction are given in

Shoemaking the steps leading to the production of a shoe, as follows.—

First.—Making waxed ends, using bristles, proper position for stitching, use of the awl, practice in sewing, cutting, skiving, and putting on patches with cement, nailing and pegging soles, sewing welt to upper, sewing sole to welt, using sewing machine in stitching upper leather, putting in lining, punching and putting in eyelets and hooks, taking old shoes apart, learning the names of parts and the methods of putting them together, practice in cutting lifts and soles, making rands, welts, and counters, finishing edge, sandpapering, buffing and coloring soles, lasting (using slips for upper).

Second.—Cutting uppers by pattern, stitching, lasting, bottoming and finishing a pegged shoe of ordinary grade.

Third.—Measuring foot, fitting last, developing patterns, selecting stock—as uppers, soles, counters, felt, thread, etc, cutting out stock, and making sewed shoe to measurements.

Applicants for this trade will take up work as
Tailoring follows.—

First year.—Technical work in sewing. Free-hand drawing. The study of woollens. The making of trousers. Occasional talks on business methods.

Second year.—Sewing. Free-hand drawing. The study of fabrics. Study of the cost of garments. Practical examples in estimating materials and cost of suits. Study of the form. Drafting by actual measurements. The making of coats and vests. Alterations.

Third year.—Test of the student's executive ability, and special practice and instruction in the details of running a successful business. Practical talks given from time to time in regard to the purchase of goods. The making of citizens' suits, overcoats,

etc. During this year as much productive work as possible is given the student.

The following is a list of some of the details of the course — Correct position of workman, proper method of threading needle, position of needle and thimble while sewing, practice in machine running, care of machine, stitching used in making a suit of clothes, —as plain basting, close basting, seaming or full back stitch to one sixteenth, side stitch, felling stitch, serging, herring bone, feather edge, making button holes, cord, flat, round, and feather edge, sewing on buttons of different kinds as the neck, eyelet and flat face.

Application of these processes is given in parts of garments. First, practice on parts of pantaloons, as hip pocket, side pocket, top pocket, watch pocket, button fly, button hole fly, waist band, pant straps, turning up bottom, filling in parts of the trimming, seat lining, protection in the bottom, front pant buckle, pressing, shrinking, and taking out supressions. These principles



Domestic Science Building

are applied in making a pair of pantaloons. Application is then given of the simple processes in the parts of a vest, as in making welt, patch and faced pocket, putting in stiffening, stay tape to hold

front, making and putting on collar, back strap, and buckle, joining back and front, after which a vest is made. Application of processes follows in parts of a sack coat, as flats, cash, and ticket pockets, breast pockets, inside and outside, putting in canvas, stay tape, sleeve vent and cuffs, fitting trimming, fitting sleeve, adjusting fullness, regulating looseness of lining, padding, springing of shoulders, and pressing of seams, top and bottom collar, stitching around edge, and necessary pressing.

These principles are then applied in a sack coat.

In repair work practice is given in patching, darning, splicing, inserting round, square and triangular patches to match stripes, putting on braid, half and half, flat and cord, scrubbing, cleaning, pressing and sponging.

Taking measurements and drafting garments are associated with the training. This includes the use of straight and curved lines and the fitting of ends and notches to secure the correct results.

Mechanical Drawing

The course in mechanical drawing is given as a part of the training of all Trade Students. Tailors shoemakers, harness-makers, and painters, have free-hand drawing in addition.

The drawing is arranged with a view of giving the student a general knowledge of working drawings, preparing him to interpret intelligently drawings placed before him, and to cultivate his ability to make working drafts, plans, elevations, and sections of tools, buildings, machines, wagons, and other work in the line of his trade, and to build according to the same.

The course comprises.—

1. a. The study of projection—plans, elevation, and sections.
b. Practice in free-hand sketching (projection).
2. Spacing and drawing straight and curved lines.
3. Making joints.
 - a. Between straight lines.
 - b. “ “ “ and curves.
 - c. “ curved lines.
4. Making block letters.
5. Geometrical problems.
6. Drawing plans, elevations, and sections (a) from the object, itself, (b) from other drawings, (c) from memory or original design.

7. Getting out bill of materials and estimating cost of some pieces of work actually done.

8. Designing and estimating.

The course in cabinet making is open to a limited number of applicants who can show special need and aptitude for this particular trade. The first year is spent in studying the principles of carpentry and joinery. Then follows a course in wood turning, wood carving, study and design of furniture, repairing of furniture, and the actual construction of cabinets, tables, bookcases, etc. French polishing, staining, and finishing of woods are also introduced.

Instruction will be given in the care and use of tinner's tools, working out the processes entering into general tin work—as roof covering, conveying of water, manufacture of tin ware, setting up stove and pump work. It will include pattern cutting, folding on break, soldering, riveting, brazing, burring, double seaming, forming on rollers, hand-seaming, beading, bending and mitering.

Enough practical work is found on the school grounds to give good drill in the many applications of the tinner's trade.

It is in general understood that a student entering one of the above Trade School courses will confine himself to his particular line of work throughout the course. Legitimate combinations of the various courses are permissible when approved by the officers of the school. For instance, wheelwrighting and blacksmithing could be combined, also harness and shoemaking, and carpentry, bricklaying, plastering, and painting. (See House Building Course)

ADDITIONAL TRADE COURSES

In addition to the courses offered in the Trade School, apprentices are taken in the following courses in connection with the school industries. The number received in this way is limited.

Applicants for this trade must pass the examination

Printing for entrance to the Middle Class.

Instruction and practice are given in presswork, including making ready and running jobs on small job press; at the case in plain composition.—as learning cases, sizes, and faces of types, proper position for holding composing stick, setting types, justifying, emptying stick, and putting on galley; leading, arranging in chase, locking up; proving and correcting proof; cleaning and care of type, distributing dead matter, etc. reading proof; making ready and running cylinder press; check and order-book binding; book composition and imposition.

Application of these principles is given in the varied, work of the printing office, as setting and printing note heads, bill heads, circulars, envelopes, posters, bills of fare, tabular work, blanks, color work, tablet binding, etc.

Lectures, reading, and study will include topics connected with general printing—as stereotyping, electrotyping, various processes of cut making, estimates, stock, etc.



Class in Upholstering

Upholstering The course in upholstery includes:—Chair caning, plain and fancy; splint weaving and rush bottoming. Mattress making. Upholstering of plain and Turkish furniture.

Talks are given on materials and on styles of furniture.

DEPARTMENT OF PRODUCTIVE INDUSTRIES

These industries are conducted as business enterprises and are open to the students who have passed a year in the Trade School, or Training Department. (See pages 68-80)

They afford the opportunity of learning how productive industries are managed, of making practical application of the principles learned in the Trade School, and incidentally of earning wages. They also furnish some opportunity for skilled labor to young men working for credit to enter the Day or Trade School.

Wheelwright and Blacksmith Shop This shop, with its two departments, is engaged in manufacturing carriages, wagons, and carts for the school and for local trade, in general repair work and in horseshoeing. The wheelwright department has an outfit of general wheelwright tools and benches and employs about eight workmen.

Tin Shop The tin shop has charge of the general tin and stove work connected with the institution—as the making and repairing of utensils, laying and repairing tin roofing, making and hanging conductors, making stove pipe, setting up stoves, and other shop and general outside repair work.

Tailoring Department. This department employs about twenty students. It furnishes the uniforms of the cadets, manufactures citizens' suits for school and outside trade, and does custom work in general, making, yearly, upwards of 1,500 garments. It also designs patterns and does scouring, pressing, repairing and similar work for the school, and for the outside trade.

Shoe Shop The shoe shop is engaged in the manufacture of hand-made shoes, both work shoes and fine grade-pegged and sewed, for the school and for the out-

side custom trade, and in general repair work. It employs about nine students and has the ordinary outfit of tools and appliances.

Harness Shop All of the harness work of the school is done in this shop, including repairing and making new harness for farm work, driving, etc. Harnesses are also made to order for outside customers, and repair work is done for the public generally. Carriage trimming, as it is included in carriage repair work, is also done. The shop has the usual supply of tools and appliances and employs an average of five men.

Paint Shop This shop does all the painting connected with the fifty buildings on the premises, both exterior and interior work, kalsomining and paper hanging; also the painting and finishing of the products of other shops, as carts, barrows, agricultural implements, furniture, sign painting and lettering; upholstery work on chairs and other furniture, mattresses, and the like. Employment is given to about ten men.



Students Engaged in Cabinet Work

Machine Shop This department employs about eight or ten students and carries on a general repair and jobbing business for the other departments of the school and the surrounding community.

Bricklaying and Plastering Department All repairs to brick work, setting boilers, repairing flues and bake ovens, making and laying of granolithic walks, plastering old or new buildings, come under this department. About ten or fifteen students are employed. Last year 450,000 bricks were laid by students.

The above industries are carried on in connection with the regular Trade School Department and are managed by the teachers of the same.

The works comprise three departments—the saw-mill and lumber yard, the planing mill, and the **Huntington Industrial Works** carpenter and cabinet shop.

The sawmill is equipped with a band saw, steam feed and conveying rolls, and automatic trimmer and sasher; it employs about twenty-five men, and saws annually six million feet of lumber. This is brought to the mill in rafts, and after sawing, is kiln-dried and shipped to various markets.

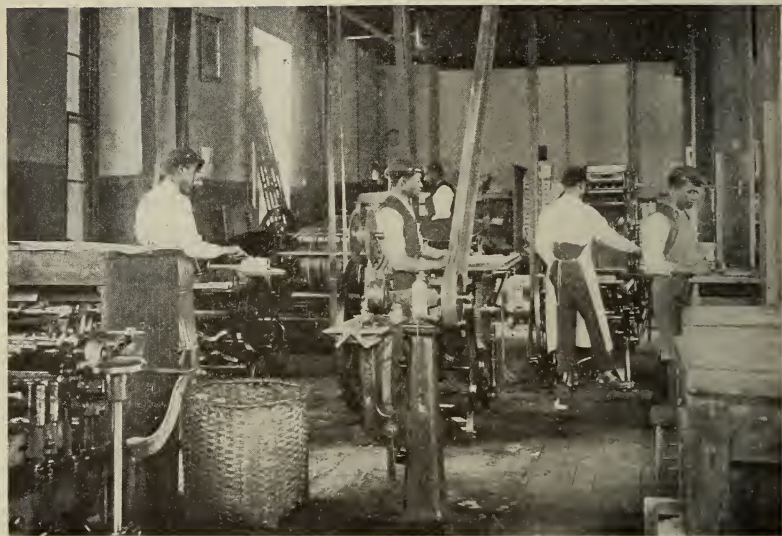
The planing mill, with its equipment of saws, planers, matching and moulding machines, is engaged in the manufacture of mouldings, flooring, ceiling, siding, and other house finishings for the general market and employs about fifteen men.

The carpenter and cabinet shop employs about twenty workmen, and is engaged in the manufacture of window and door frames, sashes, doors, mantels, scroll work, and other interior and exterior finish, stair work and cabinet work, chests, bookcases, tables, etc. It has an equipment of lathes, circular, jig and band saws, buzz and pony planers, boring, mortising and tenoning machines, cabinets, benches, and tools.

Yellow and white pine, poplar, and hard woods are used.

Carpenter and Repair Shop This shop is supplied with general carpenter's tools, circular and small saws, upright moulder and mortising machine, and employs about twenty workmen. It has charge of the general repair work of the buildings, of which there are upwards of fifty, and of the furniture connected therewith; it also manufactures new work—easy chairs, desks, tables, and other cabinet work, and does a portion of the new building.

Normal School Press The work of this department includes all the school printing, as letter heads, envelopes, circulars, catalogues, outside job work, two monthly publications, and one weekly paper. The equipment consists of two cylinder presses, two job presses, a lever and steam cutter, perforator, stabber, card cutter, and wire-stitching machine. It employs about twenty men.



Student Printers at Work

Engineering Department This department has the care of the steam plant for furnishing the steam for power and heat, also of the water supply. It includes the management of nine boilers, the running of three large and four small engines, the heating of three dry-kilns and nearly all the buildings on the premises, the running of the steam pumps connected with the water supply and sewerage, and the laying of water and steam pipes in both new and repair work. It employs an average of seventeen men.

Farming The land under cultivation comprises about 700 acres, 100 at the School farm and 600 at the Hem-enway farm, five miles distant. Corn and oats are the principal crops, with some hay, potatoes and other vegetables. The farms are stocked with 253 milch cows and young cattle, 40 horses, and several hundred hogs and fowls. The product of butter, milk and cream from the dairies is used in the school and supplies the local trade. Products from the greenhouse are largely shipped away, as are also other surplus products. Modern buildings, machinery, and appliances are in use at both farms.

**Sewing and
Furnishing
Department**

This department supplies all the bed and table linen, towels, etc. needed by the school and fills orders for shirts and underwear for the young men, and for gymnastic suits, cooking aprons, etc. needed by the young women. It employs about fifteen seamstresses on full time.



In the School Laundry

**Housework,
Etc.**

Besides the work furnished incidentally in the previously named industries to students working for a credit balance, employment is offered both to young men and young women in the various household departments and offices. Young men are employed as waiters, cooks, and helpers in the dining-rooms and kitchens, janitors, laborers about the grounds, orderlies, etc. Young women can find work in the care of rooms and corridors, and in the large steam laundry where the weekly wash of the whole institution is done, and where the clothes of the young men are mended.

VACATION COURSES

Trade Courses The Trade School offers to boys from ten to seventeen years old, who live in the immediate vicinity, instruction in the following trades during the months of July and August:—Manual training, carpentry, blacksmithing, wheelwrighting, and shoemaking. The students in these classes will be expected to come promptly at 9 o'clock every morning in the week, except Saturday, and work until twelve.

It is not expected in this summer course to turn out finished workmen, but it is hoped that the instruction will lead up to the taking of a full trade as a regular student at Hampton Institute, and that incidentally much useful knowledge will be acquired.

Sewing The children's sewing class meets for two hours each morning during July. This course includes the various stitches used in hand sewing. They are applied in the making of dolls' garments, the object being to train the hand and eye, and also to teach the beginnings of practical garment making.

Whittier Garden The gardens planted in the spring by the Whittier children will be cared for by them during the summer under the supervision of the agriculture department.

HAMPTON SUMMER NORMAL INSTITUTE

1901

July 5th to July 31st

The object of these institutes is to give the teachers of the public schools in the South a better preparation for their work. The authorities are specially careful to secure as instructors teachers of acknowledged ability, large experience, and eminent success in their respective subjects. These institutes prove of great advantage to the attending teachers, not only by increasing their knowledge of school management and modern methods, but also, and much more, by bringing them under the personal influence of leaders of thought and masters in teaching.

Hampton Normal and Agricultural Institute is an ideal place for such work and the authorities place its entire equipment at the service of the attending teachers.

From twelve different states two hundred and twenty-nine teachers registered for the session of 1900. One hundred and eighty-seven of these teachers pursued, besides the regular course, work in manual training, cooking, sewing, agriculture, upholstering, or simple business forms and methods.

The money to defray the expenses of these institutes is appropriated every year by the State of Virginia, the Peabody Educational Fund, and the Hampton Normal and Agricultural Institute.

INSTRUCTORS AND SUBJECTS

Miss A. M. Goding, Washington Normal School, Washington, D. C.

Nature Work.

Mr. Alonza O. Stafford, Public School, Washington, D. C.

History.

Mr. C. B. Dyke, Hampton Institute.

Civics and Psychology and their Relation to Education.

Mrs. Ruth E. Lander, Principal of Lincoln School, Brookline, Mass.

School Economics.

Mr. W. B. Evans, Principal of Mott School, Washington, D. C.

Arithmetic.

- Miss Mary I. Platt, High School, Brookline, Mass.
Geography.
- Mrs. C. B. Dyke, Hampton Institute.
Child Study.
- Miss Dorcas C. Higgins, Public Schools, Brookline, Mass.
English.
- Miss Georgia L. Martin, Private School, Germantown, Penn.
Primary Methods.
- Mr. W. G. Price, Gloucester A. and I. School, Gloucester, Va.
Drawing.
- H. M. Browne, Hampton Institute.
Physics.
- Miss E. B. Kruse, Howard School, Wilmington, Delaware.
Vertical Writing, Cooking and As-
sistant Matron.
- Mr. J. H. Jinks, Hampton Institute.
Manual Training.
- Miss J. A. Weir, Hampton Institute.
Sewing.
- Mr. Harris Barrett, Hampton Institute.
Simple Business Forms and Methods
- Miss Grace E. Jones.
Cooking.
- Mr. C. L. Goodrich and Mr. W. S. Sweetser, Hampton Institute.
Agriculture.
- Mr. J. F. LaCrosse, Hampton Institute.
Upholstering.
- Miss J. F. Winter,
In charge of Book Exhibit.

It is the purpose of the Hampton authorities to make the annual sessions of this Teacher's Institute second to none in this country.

The class-room rather than the lecture system is followed in all subjects.

Certificates are given those teachers who attend regularly and complete the course satisfactorily.

Board and lodging for the four weeks, either on the grounds or in the town, costs ten dollars. This is the only charge made.

Aprons and caps for those taking cooking may be purchased for a small price at the school.

The Hampton Negro Conference held its annual session here July 18, 19, and 20. This afforded an opportunity for the teachers to listen to the discussion of questions of vital interest by many of the most cultivated and scholarly men and women of the race.

CIRCULAR FOR 1901

The Hampton Summer Normal for Teachers will begin July 5, 1901, and continue four weeks.

This institute is successfully meeting the needs of the teachers engaged in educational work among the colored people in the South. It furnishes facilities for improvement which the true and wide-awake teacher cannot afford to forfeit.

The work of the institute is preeminently practical and practicable. The subjects are presented to the classes just as they are to classes of children in the best public schools in this country. The subject matter and method are discussed by the instructor and the classes during each recitation.

The instructors are secured from those public schools which are acknowledged to be among the very best.

Advanced courses in the several subjects will be one of the new features of this year's institute. The faithful and enthusiastic work of those who attend regularly make these advanced courses necessary.

The steady increase each year in the number of our best qualified teachers attending this institute, is very gratifying and is a most promising sign for the future of our schools in the South.

The great masses of our boys and girls will never know any other teachers than those they meet in the common school. This institute aims to afford these teachers an opportunity to become thoroughly efficient.

Courses will be given in the following subjects:—

Psychology and its application to education, based on experimental work; English; Geography; Mathematics; Physics; Nature Work; History; School Economics; Drawing; Vertical Writing; Primary Methods; Child Study; Agriculture; Sewing; Cooking; Manual Training; Upholstering; and Simple Business Forms and

Methods. The shops of the trade school will also be open for any who wish to do work at a trade.

The Hampton Negro Conference will hold its annual session here, July 17, 18, 19. This affords an opportunity for the teachers to listen to the discussions of questions of vital interest by many of the most cultured and scholarly men and women of the race.

Board and lodging for the four weeks on the grounds and at some places in the town, will cost ten dollars. There is no other charge.

Ladies desiring to stay on the grounds should apply early, since the accommodations are limited. Teachers are expected to bring their own napkins, and those taking cooking, their own aprons.

A circular containing fuller particulars will be published in May, but will be forwarded only to those who write for a copy.

HUGH M. BROWNE, Conductor.

Class Lists—1900-1901

DAY SCHOOL

POSTGRADUATE CLASS

Catlett, Elsie J.....	Hayes Store, Va.
Cornelius, Elizabeth L.....	Oneida, Wis.
Gilbert, Lelia B.....	Chicago, Ill.
*Harper, Laura F.....	Augusta, Ga.
Howard, Rosa V.....	Charlottesville, Va.
Hunter, Rosa A.....	Lynchburg, Va.
*James, Harriet G.....	Hartford, Ct.
Jones, Lucy Lee.....	Ark, Va.
Mason, Rosa.....	Hampton, Va.
Mundy, Eugenia A.....	Henderson, Ky.
Quinney, Louisa.....	Gresham, Wis.
*Ransom, Frances J.....	Hartford, Ct.
Smith, Carrie C.....	Lynchburg, Va.
Sookens, Magnolia.....	Farmville, Va.
Swayney, Arizona.....	Cherokee, N.C.
Wilson, Lula V.....	Norfolk, Va.
Young, Ellen N.....	Phoebus, Va.
Ankle, Matthew.....	Standing Rock Agency, N.D.
Bolden, Thomas J.....	Sassafras, Va.
Diamond, John C.....	Adriance, Va.
Isham, Chas. S.....	Richmond, Va.
Lewis, Edgar D.....	Bristol, Va.
McNeill, McKay.....	Franklinton, N. C.
Moore, Levi V.....	Austin, Texas.
Pierce, John B.....	Greenville, Ala.
Randall, Chas. B.....	Belona, Va.

SENIOR CLASS

Brothers, Emma A.....	Bowers Hill, Va.
Carney, Blanche M.....	Hodges Ferry, Va.
Ferguson, Lettie T.....	Charlottesville, Va.
Goode, Mary M.....	Boydton, Va.
Hobday, Lucy A.....	Achilles, Va.
Hoffman, Sallie.....	Lexington, Va.

* Left before close of term

Newman, Hattie G.....	Charlottesville, Va.
Nottingham, Mary E.....	Cheapside, Va.
Quinney, Adele P.....	Gresham, Wis.
Reade, Celia B.....	Abingdon, Va.
Smith, Caddie L.....	Almagro, Va.
Suarez, M. Ernestine.....	New Haven, Ct.
Thomas, Waleya A.....	Oneida, Wis.
Thompson, Margaret A.....	Baltimore, Md.
Bailey, James A.....	Hampton, Va.
Bolling, Thomas A.....	Hampton, Va.
Cephas, Wm. E.....	Philadelphia, Pa
Cooper, Robert B.....	Savannah, Ga
Daggs, John W.....	Keene, Va.
Davis, Henry W.....	Palmer Springs, Va.
Harmon, Chester A.....	Exmore, Va.
Hill, Willis M.....	Norfolk Va.
Hooker, Joseph J.....	Hampton, Va,
Johnson, Frank H.....	Phoebus, Va.
Jones, Adolphus B.	Niagara Falls, N. Y.
Lewis, Wm. E.....	Amsterdam, Va.
Lolorias, John M.....	Tucson, Ariz.
Miller, Hezekiah.....	Wilmington, N. C.
Morse, Chas. L.....	Colleen, Va.
Morton, Harry J.....	Georgetown, D. C.
Noble, Paul H.....	Savannah, Ga.
Pinn, Samuel H.....	Eagle Rock, Va.
Pitt, Claudius N.....	Bowers Hill, Va.
Pride, Claiborne G.....	Lynchburg, Va.
Rhetta, Boyd,.....	Calhoun, Ala.
Richardson, John L.....	Clays Mills, Va.
Robertson, James E. Z.....	Roanoke, Va.
Taylor, Harry T.....	Key West, Fla.
Thomas, Homer.....	Brugh's Mill, Va.
Ukipata, Edward.....	Ponca, Neb.
West, Frank L.....	Macon, Ga.

SPECIAL

Anderson, Henrietta.....	Berkley, Va.
Sewing and Cooking	
Atkinson, Marcella F.....	Lexington, Va.
Sewing,	
Jenkins, Lizzie A.....	Warrenton, N. C.
Sewing, Cooking and Sloyd.	
McMillan, Lucinda,.....	Jacksonville, Fla.
Sewing.	

MIDDLE CLASS

Adams, Lavina.....	Oneida, Wis.
Archer, Eva ...	Berkley, Va.
Boggs, Sarah A.....	Baltimore, Md.
Brown, Miranda J.....	Roanoke, Va.
Brown, Mary V. B. Lavinia.....	King William C. H. Va.
Carey, Nettie.....	Danville, Va.
Cphoon, Ethel A.....	Suffolk, Va.
Conger, Sibyl E.....	Greenwood, South! Dakota.
Creekmur, Rachel A.L.....	Gertie, Va.
Gavin, Addie.....	Gilmerton, Va.
Greene, Bettie C.....	Hayneville, Ala.
Harmond, Burnette.....	Hampton, Va.
Henson, Sarah J.....	Townsend, Del.
Hight, Mary.....	Knolls, Va.
Hoffman, Catharine E.....	Lexington, Va.
Howard, Mary L.....	Petersburg, Va.
Johnson, Isabel D.....	Savannah, Ga.
Lavender, Florence.....	Fort Deposit, Ala.
Little, Alice V.....	Benefit, Va.
Marshall, Minnetta E.....	Norfolk, Va.
McCoy, Rupert.....	Berkley, Va.
Nelson, Ada.....	Raleigh, N. C.
Norvell, Antoinette.....	Clifford, Va.
Parker, Williemelia.....	Roanoke Va.
Peniston, Mary A. E.....	Richmond, Va.
Poodry, Fannie C.....	Basom, N. Y.
Pride, Bessie A.....	Lynchburg, Va.
Pronty, Mattie S.....	Philadelphia, Pa.
Randolph, Ottie.....	Hampton, Va.
Reese, Rosa A.....	Hayneville Ala.
Rencher, Margery E.....	Abingdon, Va.
Sheppard, Luverdie.....	Portsmouth, Va.
Shields, Bertha S.....	Washington, D C.
Starks, Bettie M.....	Mt. Meigs, Ala.
*Stewart, Gertrude M. D.....	Charlottesvile
Turner, Elizabeth.....	Raleigh, N. C.
Wilson, Virginia.....	Gertie, Va.
Blanton, Joshua E.....	Rice Depot, Va.
Bradley, John J.....	New Haven, Ct.
Braxton, John C.....	Ballsville, Va.
Brooks, Phillp F.....	Marshall, Va.
Brown, Wm. A.....	Roanoke, Va.
Brown, George W. W.....	Richmond, Va.
*Byrd, Geo, E.....	Temperanceville, Va.

* Left before close of term.

Cannady, Archer F	Roanoke, Va.
Cary, Walter A.....	Darby, Penn.
Clement, Thos. J.....	Roanoke, Va.
Collins, John Major.....	Birdsnest, Va.
Cooper Thos. C.....	Roanoke, Va.
Couch, John J.....	Chase City, Va.
Deveaux, John H.....	Savannah, Ga.
Farmer, Wm. B.....	Clays Mills, Va.
Ford, George B.....	Summit, Va.
Gaines, Morris C.....	Henderson, Ky.
George, Wallace K.....	Versailles, N. Y.
Glick, Taylor W.....	Verdel, Mo.
*Harris, Micajah.....	Ivy Depot, Va.
Harrison, Wm. H.....	Lima, Penn.
Hayes, Arthur L.....	Macon, Ga.
Henderson, Louis R.....	Hampton, Va.
Holland, Willie W.....	Suffolk, Va.
Johnson, Thomas S.....	King William C. H., Va.
King, Frederick J.....	Achilles, Va.
Lambert, Hugh N.....	Cherokee, N. C.
LaRock, Alexander.....	Reserve, Wis.
Luck, Winston ...	Danville, Va.
Ramsey, James M. G.....	Richmond, Va.
Reid, Albert O.....	Gatesville, N. C.
Rhetta, Barnett M.....	Calhoun, Ala.
Skenandore, Edward.....	Oneida, Wis.
Smith, John E.....	Northwest, Va.
Terry, David H.....	Danville, Va.
Townsend, G. R	Donoho, S. C.
Williams, Patrick J.....	Greenwood, S. C.
Williams, Spencer F.....	Brant, N. Y.
Wolfe, Abel.....	Cherokee, N. C.

JUNIOR CLASS

Alston, Nannie E.....	Warrenton, N. C.
Bailey, Ella G.....	Danville, Va.
Banks, Pauline W.....	Phoebus, Va.
Barksdale, Mae E.....	Montgomery, Ala.
Barrow, Elnora.....	Macon, Ga.
Brinkley, Grisselle O.....	Land, Va.
Broadfield, Elsie..	Hampton, Va.
Broadfield, Annie.....	Hampton, Va.
Brooks, E. Theodosia L.....	Desha, Va.
Brown, Flora.....	Shawnee, Okla.

* Left before close of term.

Brown, Florence F.....	Deep Creek, Va.
Brown, Mary Lelia.....	Morrison, Va.
Burton, Rose E.....	Hampton, Va.
Cardwell, Queen V	Concord Depot, Va.
Cherry, Joanna.....	Hampton, Va.
Cobbs, Maggie B.....	Plainfield, N. J.
Collins, Beatrice.....	Stevensville, Va.
Cooper, Alcora E.....	Mapleton, Va.
Cornelius, Jerusha.....	Oneida, Wis.
Coulon, Lucy J.....	Oneida, Wis.
Daggs, Hattie C.....	Phoebus, Va.
Daniel, Lucy J.....	Roanoke, Va.
Douglass, Mary F.....	Brooklyn, N. Y.
Doxtator, Eva S.....	Oneida, Wis.
Doxtator, Elizabeth E.....	Oneida, Wis.
Doxtator, Nancy.....	Oneida, Wis.
Edmondson, Rosalia.....	Winton, N. C.
Evans, Lelia L.....	Westmont, N. J.
Fitchett, Valenia.....	Berkley, Va.
*Gary, Cora, B.....	Newport News, Va.
Greene, Virginia K.....	Charlottesville, Va.
Hackley, Gettie M.....	Roanoke, Va.
Hall, Mabel M.....	Camden, N. J.
Harmond, Hattie B.....	Hampton, Va.
*Hickman, Lillie A.....	Hampton, Va.
Hill, Rose.....	Oneida, Wis.
Hill, Josephine.....	Oneida, Wis.
Jackson, Fannie E.....	Davisville, Penn.
Jefferson, Lena E	Norfolk, Va.
Jeter, Gertrude E.....	Newport News, Va.
Jones, Delcenia.....	Portsmouth, Va.
Jones, Harriet M.....	Niagara Fall, N. Y.
Lewis, Annie M.....	Mathews C. H, Va.
Logan, J. Emma.....	Winnebago, Neb.
Lumpkins, Linnie.....	Roanoke, Va.
Martin, Rebecca F.....	Diuguid, Va.
Metoxen, Minnie E.....	Oneida, Wis.
Miles, Pearl LaBell... ..	Hampton, Va.
Mitchell, Maggie J.....	San Carlos, Ariz.
Mitchell, Lenora S.....	Norfolk, Va.
Moore, Irene R.....	Abingdon, Va.
Moseley, Sarah E.....	Deep Creek, Va.
Nicholas, Mary L.....	Abingdon, Va.
Nichols, Lubertha E.....	Gilmerton, Va.
O'Neil, Mabel M.....	Bridgeport, Ct.
Parker, Ida Estelle.....	Newport News, Va.

* Left before close of term.

Parsons, Sarah R.....	Land, Va.
Patterson, Mabel.....	Model City, N. Y.
Payne, Celia M.....	Merry Point, Va.
Phillips, Carrie R.....	Poquosin, Va.
Pitulinni, Amy H.....	San Carlos Reservation, Ariz.
Poodre, Rose Theresa.....	Versailles, N. Y.
Poodry, Dora E.....	Basom, N. Y.
Poole, Dadie A.....	Hampton, Va.
*Ransome Lennie O.....	Hampton, Va.
Reid, Marian M.....	Bristol, Va.
Robinson, Mary L.....	St. Louis, Mo
Rogers, Frances.....	Hampton, Va.
Rogers, Selma A.....	Port Chester, N. Y.
Saunooke, Nancy.....	Almond, N. C
Scott, Ossie L.....	Eheart, Va.
Shawnee, Eva.....	Shawnee, Okla.
Skenandore, Marian.....	Oneida, Wis.
Sommers, Emeline.....	Oneida, Wis.
Surrounded, Jean D.....	Crow Creek, South Dakota.
Taylor, Eugenia M.....	Roanoke, Va.
Terry, Alice A.....	Roanoke, Va.
Thomas, Lillian R.....	Falls Church, Va.
Thorne, Simsie E.....	Washington, D. C.
Van Schoick, Cora M.....	Little Utica, N. Y.
Webster, Ida.....	Oneida, Wis.
White, Lottie E.....	Boston, Mass.
White, Eva.....	Hampton, Va.
Williams, Bessie V.....	Hampton, Va.
Williams, Gussie V.....	Hampton, Va.
Witcher, Mary R.....	Sago, Va.
Alford, Pierrepont.....	Shawnee, Okla.
Burwell, Hartford R.....	Raleigh, N. C.
Baird, Reuben.....	Oneida, Wis.
Bassette, Andrew W. E.....	Hampton, Va.
Bear, Henry.....	Winnebago, Neb.
Black Hawk, John.....	Winnebago, Neb.
Bryant, Ira S.....	Savannah, Ga.
*Carrington, Wm.....	Mt. Laurel, Va.
*Carter, James B.....	Washington, D. C.
Chandler, Sandy L.....	Clays Mills, Va.
*Christian, Wm. O.....	Richmond, Va.
Clark, Thomas C. C.....	Smithville, Va.
Clifford, James B.....	Kyle, South Dakota.
Collins, John Magellan.....	Kendall Grove, Va.
Cornelius, Jesse H.....	Oneida, Wis.
Goings, James T.....	Pine Ridge, South Dakota.

* Left before close of term

Gordy, Clarence G.	Salisbury, Md.
Gwynn, John E. L.	Benson, Md.
Hamlin, George	Fosston, Minn.
Holloway, Samuel D.	Charleston, S. C.
Hood, Riley	Shawnee, Okla.
Hughes, Charles H.	Lumpkins, Ga.
Jentons, John A.	Madison, C. H., Va.
Johnson, Joseph J.	Kenwood, N. Y.
Leeds, Henry T.	Lower Brulé, South Dakota.
Lolorias, Oscar A.	Tucson, Ariz.
Medicine Crowe, Fred	Crow Creek, South Dakota.
Paxton, John H.	New York, N. Y.
Penny, Horace B.	Tuskegee, Ala.
Phillips, Solomon	Hampton, Va.
Porter, Charles E.	New Haven, Ct.
Powless, Duncan W.	Onondaga Castle, N. Y.
Price, Benjamin F.	Leroy, N. Y.
Ramon, Joshua C.	Tucson, Ariz.
Robinson, James W.	Hampton, Va.
Scott, Adoniram	Hampton, Va.
Watson, Robert T.	Savage Crossing, Va.
White, Frank M.	Hicks Wharf, Va.
Williams, James D.	Norfolk, Va.

PREPARATORY CLASS

Allen, Sarah M.	Tunstalls, Va.
Archiquette, Irene D.	Oneida, Wis.
*Bailey, Nancy	Tonawanda, N. Y.
Belcher, Adele L.	Augusta, Ga.
*Bell, Laura E.	Deep Creek, Va.
Black, Annie B.	Sewells Point, Va.
Brooks, Lillie M.	Richmond, Va.
*Bunday, Miley A.	Norfolk, Va.
Butler, Laura L.	Anadarko, Okla.
Canfield, Susie	Yankton, South Dakota.
Carroll, Virginia L.	Buckeystown, Md.
Catlett, Martha E.	Hayes Store, Va.
Chaney, Lizzie O.	Buckeystown, Md.
Cleaton, Josephine	Warrenton, N. C.
Cohen, Annie R.	Fallston, Md.
Cornelius, Rebecca	Oneida, Wis.
Doxtator, Jane	Oneida, Wis.
Esau, Mary	Decatur, Neb.
*Harris, Annie L. E.	Grace, Va.

* Left before close of term.

Jacobs Mary E.....	Bryantown, N. C.
Johnson, Blanche L.....	Hampton, Va.
Keasley, Annie B.....	Stanardsville, Va.
Keith, Winona M.....	Pine Ridge, South Dakota.
King, Mary E.....	Achilles, Va.
Long, Lucy E.....	Winnebago, Neb.
Metoxen, Matilda.....	Oneida, Wis.
Moseley, Florence G.....	Jersey, City. N. J.
*Nichols, Essie J.....	Gilmerton, Va.
Pembleton, Louisa J.....	Pekin, N. Y.
Poodry, Gertie.....	Akron, N. Y.
Powless, Elsie.....	Oneida, Wis.
Powless, Olive J.....	Oneida, Wis.
*Price, Frances.....	Summit, Va.
Rogers, Stella E.....	Elbowoods, North Dakota.
Silverheels, Forence.....	Irving, N. Y.
Skenandore, Lillian N.....	Oneida, Wis.
Smith Eliza M.....	Cambria, Va.
Sommers, Mary J.....	Oneida, Wis.
St. John, Julia.....	Crow Creek, South Dakota.
*Wernham, Helena M.....	Hampton, Va.
White, Margaret V.....	Suffolk, Va.
*Wilson, Adeline.....	Gertie, Va.
Wilson, Mary E.....	Benefit, Va.
Wilson, Kate Sabina.....	Churchland, Va.
Alston, Geo W.....	Durham, N. C.
Black Hawk, Joseph.....	Winnebago, Neb
Blount, John T.....	Smithfield, Va.
*Bowman, Wm E.....	Irmo, S. C
*Clark, James.....	Anadarko, Okla.
Del Gardo, Raphael.....	Puerto Rico, W. I.
Fisher, Adam.....	Winnebago, Neb.
Hardwick, Clifford E.....	Savannah, Ga.
Hendricks, Fritz.....	Anadarko Okla.
Hill, Hiram.....	Oneida, Wis.
Hill, Cleveland.....	Oneida, Wis.
Hunter, John.....	Winnebago, Neb.
*Ivery, Mayo W. S.....	Oxford, N. C.
Johnson, Emmett W.....	Norfolk, Va.
Jones, Edgar P.....	Cologne, Va.
Jones, Nelson.....	Onondaga Castle, N. Y.
Lavender, Fleming.....	Fort Lewis, Ariz.
Layton, Benj. T.....	Millwood, Va.
Lee, Wm. H.....	Lent Va.
*Money, Chas. T. E.....	Kendleton, Texas.
Morton Wm A.....	Georgetown, D. C.

* Left before close of term.

Newman, James R.....	Clayton, Del.
*Owens, Joseph S.....	Gilmerton, Va.
*Palmer, William.....	Claybank, Va.
Ponds, Pierce F.....	Newberry, S. C.
Poor Thunder, George.....	Rosebud, South Dakota.
*Ricks, Alexander W.....	Silverton, Va.
Skenandore, Elsie.....	Oneida, Wis.
Smith, Milton.....	Oneida, Wis.
Smith, Oscar.....	Oneida, Wis.
Sugden, John C.....	Hampton, Va.
Tyner, John.....	Shawnee, Okla.
Wallace, John J.....	Lawrenceville, Va.
Watkins, Henry C.....	Hillsboro, N. C.
Whitted, Shepard.....	Hillsboro, N. C.
Williams, Christopher C.....	Hampton, Va.
Williams, Nathan E.....	Fort Defiance, Ariz.
Willis, Wm. T.....	Savannah, Ga.
Young, John W.....	Baltimore, Md.

NIGHT SCHOOL

SENIOR CLASS

Higgins, Geo. M.....	Danville Ky.
*Lewis, Roscoe C.....	Manassas, Va.
Triplett, James T.....	Fredericksburg, Va.
Wade, John J.....	Stanford, Ky.

MIDDLE CLASS

Anderson, Benj. F.....	Hartford, Conn.
Bates, Ernest M.....	Winchester, Ky.
Beale, George W.....	Hartford, Conn.
Beauchamp, Peter H.....	Ft. Berthold, No. Dak
Bell, George W.....	Orange, N. J.
Blount, George W.....	Henderson, N. C.
Brown, Moses H.....	Rio Vista, Va
Browne, Thomas L.....	Atlee, Va.
Bush, John W.....	Winchester, Ky.
Chavious, Alonzo.....	Hillsboro, N. C.
Cobbs, Robert H.....	Lynchburg, Va.
Coggins, James L.....	Portsmouth, Va.
Colding, Wm. R.....	Portsmouth, Va.

* Left before close of term.

Davis, Wm. R.	Macon, Ga.
Davis, Robert C.	Richmond, Va.
Edwards, Chas. J.	Lum, Ala.
Edwards, Thos. J.	Ridge Church, Va.
Edwards, James T.	Cincinnati, Ohio.
Engleman, Madison H.	Hubble, Ky.
Ewell Henry S.	Rye, N. Y.
*Garland, George M.	Danville, Va.
Glick, John O.	Verdel, Neb.
Grant, Walton	Occupacia, Va.
Gray, Thomas	Kingsboro, N. C.
Hardemon, George W.	Winchester, Tex.
Hendrickson, Walter W.	Cavannah, Ga.
*Holland, Clarence W.	Orange, N. J.
Hopkins, John T.	Salem, N. J.
James, Harold E.	Hartford, Conn.
Johnson, Southey G.	Phoebus, Va.
Jones, Walter S.	Portsmouth, Va.
Lassiter, Amos A.	Morrisville, N. C.
Martin, Wm. H.	Lynchburg, Va.
*McNiel, Berry R.	Bastrop, Texas.
Moore, Chas. M.	Pooleville, Md.
Murray, Percival W.	Browns Town, Jamaica, W.I.
Orr, James F.	Lowryville, S. C.
Privott, Woodard	Berkley, Va.
Puryear, Wm. J.	Clarksville, Va.
Randolph, Hugh M. L.	Pulaski, Va.
*Reid, Demus B.	Phoebus, Va.
Ross, Oliver C.	Allen, South Dakota.
Rowe, E. Blyden	Charleston, S. C.
Roy, Robert H.	Richmond, Va.
Scott, Thomas E.	Crewe, Va.
*Shields, Anderson W.	Washington, D. C.
Skenandore, Anderson	Oneida, Wis.
Smith, Thomas W.	Norfolk, Va.
Smith, Charles E.	North, Va.
Spears, George W.	Basic City, Va.
Spencer, Julius C.	Raleigh, N. C.
Southall, John H.	Charlottesville, Va.
Suarez, Dorsey C.	New Haven, Conn.
*Taylor, Robert T.	Poortith, N. C.
Taylor, Wm. G.	Hayes Store, Va.
Thomas, Chas. M.	Haddonfield, N. J.
Watson, Anthony D.	Hawkinsville, Ga.
Webster, Isaac N.	Oneida, Wis.
Webster, Isaiah	Oneida, Wis.

* Left before close of term.

White, Wm. Thos.....	Hobbsville, N. C.
Williams, Jacob.....	Hampton, Va.
Wright, Frank V.....	Amelia C. H., Va.

JUNIOR NIGHT CLASS

Barksdale, Elizabeth.....	Danville, Va.
Christmas, Essie.....	Warrenton, N. C.
Dolly, Nettie E.....	Baltimore, Md.
Dunton, Fidelia C.....	Baltimore, Md.
Evans, Kate S.....	Haddonfield, N. J.
Fairfax, Agnes O.....	Reisterstown, Md.
Frazier, Carolyn M.....	Atlanta, Ga.
Galloway, Lovie D.....	Winston-Salem, N. C.
Gayle, Olive L.....	Roanes, Va.
Hill, Addie V.....	Unadilla, Ga.
Howard, Amaza C.....	Petersburg, Va.
Irby, Jannie E.....	Rodden, Va.
Jackson, Lenora A.....	Brooklyn, Va.
Jennings, Zenobia.....	Newport News, Va.
Johnson, Lucy A.....	Brookewood, Va.
Kidd, Meachie A.....	Tappahannock, Va.
Major, Mary M.....	Phoebus, Va.
Nixon, Mary E.....	Wrightsville, N. C.
Person, Mary A.....	Weldon, N. C.
Pinkston, Bettie L.....	Winston-Salem, N. C.
Pinkston, Nora L.....	Winston-Salem, N. C.
Saunders, Annie.....	Phoebus, Va.
Savage, Lizzie J.....	Craddockville, Va.
Smith, Caroline V.....	Pinetta, Va.
*Stewart, Nannie E.....	Charlottesville, Va.
Townsley Susie T.....	King and Queen C. H., Va.
Wiggins, Lottie A.....	Whitestone, Va.
Wiggins, Hattie.....	Whitestone, Va.
Wormley, Lelia L.....	Fredericksburg, Va.
Wright, Amelia F.....	Churchland, Va.
Wyatt, Martha E.....	James Store, Va.
*Young, Connie L. S.....	Charlotte, N. C.
Young, Estelle.....	Phoebus, Va.
Allen, Granville J.....	Fabers Mills, Va.
Archiquette, Solomon.....	Oneida, Wis.
Baines, Albert J.....	Churchland, Va.
Beall, George R.....	Sugarland, Md.

* Left before close of term.

Bearheart, Alexander	Lower Brulè, South Dakota.
Bird, Oscar F.	Raleigh, N. C.
Black, Fred W.	Sewells Point, Va.
Boone, George E.	Savage Crossing, Va.
Brown, Julian L.	Henderson, Ky.
Brown, Harris H.	Asheville, N. C.
Bryant, Edward G.	Savannah, Ga.
Buckner, Frank T. F.	Achilles, Va.
Bunn, Benjamin J.	Morehead City, N. C.
Busbee, Frederick D.	Snow Hill, N. C.
Carter, Robert H.	Petersburg, Va.
Carter Wm. Harry	Washington, D. C.
Carter, Frederick H.	Gloucester C. H., Va.
Carter, Thomas P.	Martinsville, Va.
Chavis, Manasseh T.	Rich Square, N. C.
Cherry, Homer	Lumpkin, Ga.
Clark, Wm. H.	Auburn, Ala.
Clarke, Arthur L.	Savannah, Ga.
Conley, Shelby H.	Mount Eden, Ky.
Connor Willie P.	West Norfolk, Va.
Cooke, Randolph T.	Hudgins, Va.
Cooke, Robert F.	Belroi, Va.
Cooke, George W.	Zanoni, Va.
Corprew, Ernest W.	Portsmouth, Va.
Cuffey, Wm. A.	Link, Va.
Cummings, Wm. O.	Baltimore, Md.
Cunningham, Sanders P.	Hillsboro, N. C.
Davis, John	Canton, Md.
*Davis, John J.	North Fork, Ky.
Day, Echols B.	Hillsboro, N. C.
Downing, Ernest A. McK.	Massey, Va.
Doxtator, Edward	Oneida, Wis.
Dunlap, Garland M.	New York, N. Y.
Elm, Nathan	Oneida, Wis.
Etheridge, George	Hickory, Va.
Evans, Almancy L.	Great Bridge, Va.
Firetail Louis	Crow Creek, South Dakota.
Ford, Robert E.	Norfolk, Va.
Fransort, Harry B. A.	Savannah, Ga.
Frierson, Major L.	Webster Groves, Mo.
Gilliam, Chester A.	Clinton, Va.
Gresham, George W.	Athens, Ga.
Hairston, McDuffie	Winston-Salem, N. C.
Harris, Wm. H.	Kempis, Va.
Hendrickson, John W.	Savannah, Ga.
Herndon, James A.	Washington, D. C.

* Left before close of term.

Hobday, Robert T.....	Achilles, Va.
Hodges, Willie C.....	Churchland, Va.
Hogwood, William.....	Rice Depot, Va.
Holden, Lloyd H.....	Bullbegger, Va.
Holland, Wallace D.....	Danville, Va.
Jenkins, Frank H.....	Petersburg, Va.
Johnson, Harry R ..	Ivor Va.
Johnson, Wm. B.....	Eufaula, Ala.
Johnson Alexander.....	Newbern, Va.
Johnson, Sargeon G.....	Franktown, Va.
Jones, Jas. W....	Ware Neck, Va.
Jones, Robert A.....	Ware Neck, Va.
*Jordan, Chauncey.....	Onondaga Castle, N. Y.
*Keeling, Geo. T....	Brooklyn, N. Y.
Lattimore, John.....	Hampton, Va.
Lee, Alonzo B.....	Savage Crossing, Va.
Lee, Lewis.....	Eastham, Va
Lewis, Joseph A.....	Blenheim, Va.
Lewis, Douglass B.....	Tappahannock, Va.
Lewis, Wm. C.....	Chester, S. C.
*Lewis, Chas. S.....	Scottsville, Va.
Lewis, Thos. G.....	Cambridge, Mass.
*Lockett, Wm. D. D. B.	Averett, Va.
Lone Wolf, Wm.....	Anadarko, Okla.
*Love, Marion.....	Raleigh, N. C.
Lovett, Almus A.....	Savannah, Ga.
Lovett Abner.....	Portsmouth, Va.
Mayo, Laban H.....	Hampton, Va.
McKenny, Everett F.....	Falls Church, Va.
McPhaul, Willis C.....	Bastrop, Texas.
Meeks, Alonzo.....	Owenton, Ky.
Miles, Silas E.....	Venter, Va.
Milton, James N.....	Bedford Springs, Va.
Mingledorf, Joseph J. H.....	Savannah, Ga.
Mitchell, Charles.....	Stanford, Ky.
Monroe, Andrew D.....	Washington, D. C.
Moody, Wm. G.....	Newpaltz, N. Y.
Moore, Windom G.....	Abingdon, Va.
*Morgan, Sandy A.....	Richmond, Va.
Morgan, Leroy.....	Frankfort, Ky.
Mundy, George A.....	Henderson, Ky.
Norfleet, Moses T.....	Norfolk, Va.
Ochard, James F.....	Baltimore, Md.
*O'Kelly, John W.....	Raleigh, N. C.
Oliver, Watt Stanley...	Burkeville, Va.
Osborn, Pinckney H.....	Alexandria, La.

* Left before close of term.

Paige, Chas. H.....	Phoebus, Va.
Patterson, David G.....	Savannah, Ga.
Perry, Elmo S.....	Abingdon, Va.
Plummer, Clarence W.....	Redhouse, N. Y.
Purviance, Ernest P.....	Baltimore, Md.
Quick, Benjamin F.....	Rockingham, N. C.
Quick, Frederick D.....	Rockingham, N. C.
Ragland, Wm P.....	Virgilina, Va.
Riddick, Isaiah.....	Princess Anne C. H., Va.
Rippy, Clarence J ..	Brookfield Centre, Ct.
Rose, Allen N.....	Lexington, Va.
Rose, Jordan E.....	Lexington, Va.
Ross, Willard A.....	Scottsville, Va.
Royals, Richard G.....	Petersburg, Va.
Scott, Chas. W.....	Savannah, Ga.
Scott, Jacob L.....	Paces, Va.
Scott, John W. J....	Abingdon, Va.
Sivels, Leronia B.....	Fentress, Va.
Skenandore, Eli.....	Oneida, Wis.
Skenandore, Wm.....	Oneida, Wis.
Skenandore, Shepard.....	Oneida, Wis.
Skenandore, Willard.....	Oneida, Wis.
Smith, Alexander.....	Ark, Va.
Smithey, Philip J.....	Hague, Va.
Snipes, George W.....	Hillsboro, N. C.
Spratley, James E.....	Fentress, Va.
*Stewart, Royal.....	Concord Depot, Va.
Strother, Rutherford H.....	Cambria, Va.
*Sumner, James H..	Norfolk, Va.
Taylor, Preston.....	Winchester, Ky.
Thomas, David A....	San Marino, Va.
Thompson, Henry B...	Southampton, L. I.
Thompson, Wm. L.....	Atlantic City, N. J.
Turner, Howard.....	Boring, Md.
Waddy, Alfred G.....	Lilian, Va.
Walker, Henry.....	Oxford, N. C.
Walker, Floyd M.....	Pamplin City, Va.
Ward, Wm. T ..	Jennings Ordinary, Va.
Ware, James	Seneca, S. C.
Washington, Alfred J.....	Devall, La.
Webster, Albert	Oneida, Wis.
Wheaton, Benj. D.....	Concord Depot, Va.
*Williams, Richard C.....	Easton, Md.
Wood, Chas. J	Yancey Mills, Va.
Wright, Andrew C....	Bastrop, Texas.
Wynn, Samuel J.....	Lynchburg, Va.

* Left before close of term.

PREPARATORY CLASS

Alexander, Jennie R.....	Palmer Springs, Va.
Allen, Lucy H	Goodes Ferry, Va.
Brewer, Queen V.....	Danville, Va.
Broadfield, Maggie E.....	Hampton, Va.
Brooks, Bertha M. W.....	Raleigh, N. C.
Burgess, Mary M.....	Warrenton, N. C.
Burgess, Annie C.....	Warrenton, N. C.
Clark, Rosa C.....	Corbin, Va.
Clayton, Minnie B.....	Sharps Wharf, Va.
Francis, Josephine.....	Morrison, Va.
Hooper, Helen M.....	Gilmerton, Va.
Jackson, Emily H. A.....	Sugarland, Md.
*Jackson, Fannie.....	Norfolk, Va.
Keys, Carrie.....	Fredericksburg, Va.
Pierce, Hattie R. B.....	Lorraine, Va.
Rose, Lucy B	Lynchburg, Va.
Ross, Malinda	Lorraine, Va.
*Russell, Mary Lydia.....	Williamsburg, Va.
Scott, Zelder E.....	Charlottesville, Va.
Simmons, Lillie M.....	Savannah, Ga.
Taylor, Annie P.....	Conowingo, Md.
Vaden, Nannie B.....	Sera, Va.
*Vaughn, Maria C.....	Williamsburg, Va.
*Wilson, Clara F.....	Portsmouth, Va.
Wimbush, Josie C. E.....	Vinton, Va.
Brooks, John C.....	James Store, Va.
Childs, Wendell P....	Buckingham, C. H., Va.
Cole, Felix	St. Louis, Mo.
Doxtator, Hyson.....	Oneida Wis.
*Grant, Jas. W.....	Philadelphia, Penn.
Johnson, Walter B.....	Lexington, Va.
Perry, Charles S	Raleigh, N. C.
*Ransom, Eugene F.....	Oxford, N. C.
*Robinson, Rufus R....	Heathsville, N. C.
Sebree, William	Mila, Va.
Thomas, George A.....	San Marino, Va.
Thomas, Lee B....	San Marino, Va.
*Turner, Chas....	Munnerlyn, Ga.
Webster, Lyman.....	Oneida, Wis.

* Left before close of term.

INDIAN STUDENTS

NORMAL CLASS (Post graduate course)

Name	Tribe	Reservation
Cornelius, Elizabeth...	Oneida.....	Oneida, Wis.
Quinney, Louisa..	Stockbridge.....	Stockbridge, Wis.
Swayney, Arizona...	Cherokee.....	Cherokee, N. C.

BUSINESS COURSE

Name	Tribe	Reservation
Ankle, Matthew.....	Sicux.....	Standing Rock, N. Dak.

SENIOR CLASS

Name	Tribe	Reservation
Quinney, Adele...	Stockbridge.....	Stockbridge, Wis.
Thomas, Waleya.....	Oneida.....	Oneida, Wis.
Jones, Adolphus B..	Tuscarora.....	Tuscarora, N. Y.
Lolorias, John M.....	Papago.....	Papago and Pima, Ariz.
Ukipata, Edward.....	Ponca.....	Santee, Neb.

MIDDLE CLASS

Name	Tribe	Reservation
Adams, Lavinia.....	Oneida.....	Oneida, Wis.
Conger, Sibyl	Sioux...	Yankton, South Dakota.
Poodry, Fannie C	Seneca.....	Tonawanda, N. Y.
George, Wallace K ..	Seneca.....	Cattaraugus, N. Y.
Glick, Taylor W....	Ponca	Santee, Neb.
Lambert, Hugh N..	Cherokee...	Cherokee, N. C.
La Rock, Alexander..	Chippewa.....	Court d'Oreilles. Wis.
Skenandore, Edward..	Oneida	Oneida, Wis.
Williams, Spencer F...	Seneca....	Cattaraugus, N. Y.
Wolfe, Abel.....	Cherokee.....	Cherokee, N. C.

JUNIOR CLASS

Name	Tribe	Reservation
Brown, Flora.....	Creek.	Absentee Shawnee, Okla.
Cornelius, Jerusha...	Oneida.....	Oneida, Wis.

Doxtator, Elizabeth.....	Oneida.....	Oneida, Wis.
Doxtator, Eva.	Oneida	Oneida, Wis.
Doxtator, Nancy.....	Oneida	Oneida, Wis.
Hill, Rose.....	Oneida	Oneida, Wis.
Hill, Josephine	Oneida	Oneida, Wis.
Jones, Harriet.....	Tuscarora	Tuscarora, N. Y.
Logan, Emma ..	Winnebago.....	Winnebago, Neb.
Metoxen, Minnie,.....	Oneida.....	Oneida, Wis.
Mitchell, Maggie.....	Mohave.....	San Carlos, Ariz.
Patterson, Mabel...	Tuscarora.....	Tuscarora, N. Y.
Pitulinni, Amy.....	Apache.....	San Carlos, Ariz.
Poodre, Rosa T.....	Seneca.....	Cattaraugus, N. Y.
Poodry, Dora.....	Seneca.....	Tonawanda, N. Y.
Shawnee, Eva.....	Shawnee.....	Absentee Shawnee, Okla.
Skenandore, Marion....	Oneida.....	Oneida, Wis.
Sommers, Emeline....	Oneida.....	Oneida, Wis.
Surrounded, Jean... .	Sioux.....	Crow Creek S. D.
Webster, Ida	Oneida.....	Oneida, Wis.
Alford, Pierrepont...	Shawnee.....	Absentee Shawnee, Okla.
Baird, Reuben.....	Oneida.....	Oneida, Wis.
Bear, Henry.....	Winnebago	Winnebago, Neb.
Black Hawk, John.	Winnebago.....	Winnebago, Neb.
Clifford, Jas B.	Sioux.....	Pine Ridge, S. D.
Cornelius, Jesse H....	Oneida.....	Oneida, Wis.
Goings, James T.....	Sioux.....	Pine Ridge, S. D.
Hamlin, George ..	Chippewa.....	White Earth, Minn.
Hood, Riley.....	Shawnee.....	Absentee Shawnee, Okla.
Johnson, Joseph J....	Oneida.....	Oneida, N. Y.
Leeds, Henry T.....	Sioux	Lower Brulè, S. D.
Lolorias, Oscar.....	Papago	Papago and Pima, Ariz.
Medicine Crowe, Fred...	Sioux.....	Crow Creek, S. D.
Powless, Duncan W.	Onondaga.....	Onondaga, N. Y.
Ramon, Joshua C.....	Papago.....	Papago and Pima, Ariz.

PREPARATORY CLASS

Name	Tribe	Reservation
Archiquette, Irene D..	Oneida.....	Oneida, Wis.
Bailey, Nancy.....	Seneca.....	Tonawanda, N. Y.
Butler, Laura L	Caddo.....	Wichita, Okla.
Canfield, Susie	Sioux.....	Yankton, S. D.
Cornelius, Rebecca....	Oneida.....	Oneida, Wis.
Doxtator, Jane.....	Oneida	Oneida, Wis.
Esau, Mary.....	Omaha.....	Omaha, Neb.
Keith, Winona.....	Sioux.....	Rosebud, S. D.
Long, Lucy.....	Winnebago.....	Winnebago, Neb.

Metoxen, Matilda.....	Oneida.....	Oneida, Wis.
Pembleton, Louisa.....	Tuscarora.....	Tuscarora, N. Y.
Poodry, Gertie.....	Seneca.....	Tonawanda, N. Y.
Powless, Elsie.....	Oneida.....	Oneida, Wis.
Powless, Olive.....	Oneida.....	Oneida, Wis.
Rogers, Stella E.....	Arikara.....	Ft. Berthold, N. D.
Silverheels, Florence.....	Seneca.....	Cattaraugus, N. Y.
Skenandore, Lillian ...	Oneida.....	Oneida, Wis.
St. John, Julia.....	Sioux	Crow Creek, S. D.
Sommers, Mary J....	Oneida.....	Oneida, Wis.
Black Hawk, Jos....	Winnebago.....	Winnebago, Neb.
Clark, Jas. W.....	Delaware	Wichita, Okla.
Fisher, Adam.....	Winnebago.....	Winnebago, Neb.
Hendricks, Fritz.....	Caddo.....	Witchita, Okla.
Hill, Cleveland.....	Oneida.....	Oneida, Wis.
Hill, Hiram	Oneida	Oneida, Wis.
Hunter, John	Winnebago.....	Winnebago, Neb.
Jones, Nelson	Onondaga.....	Onondaga, N. Y.
Lavender, Fleming ...	Apache.....	Ft. Apache, Ariz.
Poor Thunder, George..	Sioux	Rosebud, S. D.
Skenandore, Elias.....	Oneida	Oneida, Wis.
Smith, Milton.....	Oneida.....	Oneida, Wis.
Smith, Oscar	Oneida	Oneida, Wis.
Tyner, John.....	Cherokee.....	Absentee Shawnee, Okla.
Williams, Nathan E....	Navaho.....	Navajo, Ariz.

SEAMSTRESS COURSE

Name	Tribe	Reservation
Cornelius, Jerusha.....	Oneida.....	Oneida, Wis.
Saunooke, Nancy....	Cherokee	Cherokee, N. C.

NIGHT SCHOOL (TRADE STUDENTS)

MIDDLE CLASS

Name	Tribe	Reservation
Beauchamp, Peter H.	Arikara.....	Ft. Berthold, N. D.
Glick, John O	Ponca.....	Santee, Neb.
Ross, Oliver C	Sioux	Pine Ridge, S. D.
Skenandore, Anderson.	Oneida.....	Oneida, Wis.
Webster, Isaac N.....	Oneida	Oneida, Wis.

JUNIOR CLASS

Name	Tribe	Reservation
Elm, Nathan.....	Oneida.....	Oneida, Wis.
Skenandore, Eli	Oneida.....	Oneida, Wis.
Skenandore, Wm.....	Oneida	Oneida, Wis.

PREPARATORY CLASS

Name	Tribe	Reservation
Archiquette, Solomon	Oneida.....	Oneida, Wis.
Bearheart, Alex.....	Sioux.....	Lower Brulé, S. D.
Doxtator, Edward	Oneida.....	Oneida, Wis.
Firetail, Louis.....	Sioux.....	Crow Creek, S. D.
Plummer, Clarence W..	Seneca.....	Alleghany, N. Y.
Skenandore, Willard...	Oneida....	Oneida, Wis.
Webster, Albert.....	Oneida.....	Oneida, Wis.

AT SHELLBANKS (SPECIAL AGRICULTURE COURSE)

Name	Tribe	Reservation
Doxtator, Hyson	Oneida.....	Oneida, Wis.
Skenandore, S. S.....	Oneida..	Oneida, Wis.
Webster, Isaiah.....	Oneida.....	Oneida, Wis.
Webster, Lyman.....	Oneida ..	Oneida, Wis.

AT THE NORTH

Name	Tribe	Reservation
Burrows, Emma.....	Yuma.....	San Carlos, Ariz.
House, Eliza.....	Oneida.....	Oneida, Wis.
Perkins, Fannie.....	Arikara.....	Ft. Berthold, N. D.
Powless, Cora M.....	Oneida.....	Oneida, Wis.
Silas, Elsie E.....	Oneida.....	Oneida, Wis.
Andrews, Alfred.....	Arikara.....	Ft. Berthold, N. D.
Badger, Edward W...	Arikara.....	Ft. Berthold, N. D.
Simpson, Alber H....	Arikara.....	Ft. Berthold, N. D.
Wilkinson, Joseph....	Arikara.....	Ft. Berthold, N. D.

SUMMARY OF INDIAN STUDENTS

	<i>Girls</i>	<i>Boys</i>
Normal -	3	0
Business Course -	0	1
Senior --	2	3
Middle -	3	7
Junior -	20	15
Preparatory -	19	15
Night School -	0	16
Special Trade Students	2	0
Shellbanks --	0	4
At the North -	5	4
	<hr/> 54	<hr/> 65

INDUSTRIAL DEPARTMENTS—INDIANS

Young Women

Housework and Industrial Room	-	-	-	-	-	-	48
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Young Men

Blacksmiths.....	7	Machinists.....	2
Business.....	1	Painters.....	6
Carpenters and Builders..	12	Shoemakers.....	3
Dairymen.....	2	Steam Engineers...	4
Harnessmakers.....	2	Sheet Metal Worker	1

TRADE SCHOOL

FIRST YEAR STUDENTS

Allen, Granville J.....	Fabers Mills, Va....	Wheelwright
Anderson, B. F.....	Hartford, Conn....	Carpenter
Baines, Albert J.....	Churchland, Va....	Tailor
Bates, Ernest M.....	Winchester, Ky....	Tailor
Beale, George W.....	Hartford, Conn....	Machinist
Bearheart, A.....	Lower Brulé S. D....	Blacksmith
Brown, M. H.....	Rio Vista, Va....	Blacksmith
Bryant, E. G.....	Savannah, Ga....	Tailor
Bird, Oscar F.....	Raleigh, N. C....	Tailor
Clarke, A. L.....	Savannah, Ga....	Shoemaker
Coggins, J. L.....	Portsmouth, Va....	Carpenter
Colding, W. F.....	Portsmouth, Va....	Tailor
Cunningham, S. P.....	Hillsboro, N. C....	Blacksmith
Davis, W. R....	Macon, Ga....	Carpenter
Downing, E. A McK.....	Massey, Va....	Carpenter
Dunlap, Garland M.....	New York, N. Y....	St. Engineer
Edwards, Thos J.....	Ridge Church, Va....	Wheelwright
Etheridge, Geo.....	Hickory, Va....	Carpenter
*Garland, George M.....	Danville, Va....	Machinist
Hardemon, George W....	Winchester, Texas....	Carpenter
Hairston, McD.....	Winston-Salem, N. C....	Painter
Hendrickson, W. W.....	Savannah, Ga....	Tailor
Holden, L. H....	Bullbegger, Va....	Wheelwright
Hodges, W. C.....	Churchland, Va....	Wheelwright
James, H. E.....	Hartford, Conn....	Carpenter
*Jordan, Chauncey....	Onondaga Castle, N. Y....	St. Engineer

* Left before close of term.

*Keeling, G. T.....	Brooklyn, N. Y....	Bricklayer
Lewis, D. B.....	Tappahannock, Va....	Carpenter
Lewis, T. G.....	Cambridge, Mass....	Tailor
Lewis, W. C.....	Chester, S. C....	Harnessmaker
Lovett, A. A.....	Savannah, Ga....	Blacksmith
McKenny, E. F.....	Washington, D. C....	Carpenter
*McNeil, B. R.....	Bastrop, Texas....	Blacksmith
McPhaul, Willis C.....	Bastrop, Texas....	Blacksmith
Miles, Silas E.....	Venter, Va....	Blacksmith
Milton, J. N.....	Bedford Springs, Va....	Blacksmith
*Morgan, Sandy.....	Richmond, Va....	Carpenter
Oliver, W. S.....	Burkeville, Va....	Wheelwright
Orr, Jas. F.....	Lowryville, S. C....	St. Engineer
Perry, Elmo S.....	Abingdon, Va....	Bricklayer
Riddick, Isaiah....	Princess Anne C. H., Va....	Wheelwright
Rippy, C. J.....	Brookfield Centre, Conn....	Tailor
*Reid, D. L.....	Phoebus, Va....	Machinst
Rose, Allen N.....	Lexington, Va....	Carpenter
Ross, O. C.....	Allen, S. D....	Blacksmith
Scott, J. W. J.....	Abingdon, Va....	Bricklayer
Skenandore, Wm.....	Oneida, Wis....	St. Engineer
*Stewart Royal.....	Concord Depot, Va....	Carpenter
Suarez, D. C.....	New Haven, Conn....	St Engineer
Thompson, W. L....	Atlantic City, N. J....	Upholsterer
Turner, H.....	Boring, Md....	Tailor
Walker, Floyd M.....	Pamplin City, Va....	Wheelwright
Watson, A. D.....	Hawkinsville, Ga....	Carpenter
Washington, Alfred J.....	Devall, La....	Bricklayer
Wright, F. V....	Amelia C. H., Va....	Carpenter

SECOND YEAR STUDENTS

Brown, T. L.....	Atlee, Va....	Blacksmith
Buckner, F. T. F.....	Achilles, Va....	Blachsmith
Carter, W. H.....	Washington, D. C....	Tailor
Cherry, Homer.....	Lumpkin, Ga....	Harnessmaker
Cummings, W. O.....	Baltimore, Md....	Tailor
Davis, R. C.....	Richmond, Va....	Machinist
Davis, John.....	Baltimore, Md....	Carpenter
Engleman, M. H.....	Hubble, Ky....	Blacksmith
Ford, Robert E.....	Norfolk, Va....	Tailor
Firetail, Louis.....	Crow Creek, S. D....	Carpenter
Gilliam, C. A.....	Clinton, Va....	Carpenter
Hogwood, Wm.....	Rice Depot, Va....	Carpenter
Hopkins, J. T.....	Salem, N. J....	Machinist
Johnson, S. G.....	Phoebus, Va....	Machinist

* Left before close of term.

Jones, W. S.....	Portsmouth, Va....	Blacksmith
Lassiter, A. A.....	Morrisville, N. C....	Blacksmith
Lattimore, J. T.....	Hampton, Va....	Shoemaker
Lee, A. B.....	Savage Crossing, Va....	Harnessmaker
Lee, Lewis.....	East Haven, Va....	Wheelwright
Lone Wolf, Wm.....	Anadarko, Okla....	Blacksmith
Mitchell, Chas.....	Stanford, Ky....	Tailor
Murray, P. W....	Browns Town, Jamaica W. I	Machinist
Privott, W.....	Berkley, Va....	Blacksmith
Puryear, W. J.....	Clarksville, Va....	Painting
Randall, C. B.....	Belona, Va....	Carpenter
Scott, J. L.....	Paces P. O., Va....	Wheelwright
*Shields, A. W.....	Washington, D. C....	Machinist
Skenandore, Willard.....	Oneida, Wis....	Carpenter
Smith, Alex.....	Ark, Va....	Blacksmith
Strother, R. H.....	Cambria, Va....	Carpenter
Thomas, D. H.....	San Marino, Va....	Bricklayer
Triplett, James T.....	Fredericksburg, Va....	Machinist
Walker, H.....	Oxford, N. C....	Wheelwright
Wheaton, Benj. D.....	Concord Depot, Va....	Carpenter
Wood, J. C.....	Yancey Mills, Va....	Wheelwright
Williams, Jacob.....	Hampton, Va....	Tailor

THIRD YEAR STUDENTS

Archiquette Sol.....	Oneida, Wis....	Machinist
Chavious, Alonzo.....	Hillsboro, N. C....	Carpenter
Conley, Shelby H.....	Mt. Eden, Ky....	Carpenter
Cooke, G. W.....	Zanoni, Va....	Wheelwright
Edwards, Jas T.....	Cincinnati, Ohio....	Tailor
Edwards, Chas J.....	Lum Ala....	Carpenter
Grant, W.....	Occupacia, Va....	Carpenter
Higgins, George M.....	Danville, Ky....	Blacksmith
Hobday, R. T.....	Achilles, Va....	Wheelwright
Johnson, W. B.....	Eufaula, Ala....	Tailor
Jones, J. W.....	Ware Neck, Va....	Wheelwright
Martin, W. H.....	Lynchburg, Va....	Carpenter
Meeks, Alonzo.....	Owenton, Ky....	Carpenter
Plummer C. W.....	Redhouse, N. Y....	St. Engineer
Roy, R. H.....	Richmond, Va....	Tailor
Rowe, E. Blyden.....	Charleston, S. C....	Painter
Scott, T. E.....	Crewe, Va....	Blacksmith
Spears, George W.....	Basic City, Va....	Painter
Smith, C. E.....	North, Va....	Wheelwright
Taylor, W. G.....	Gloucester C. H. Va....	Tailor
Ware, James.....	Seneca, S. C....	Bricklayer

* Left before close of term

White, W. T	Hobbsville, N. C....	Carpenter
Wright, A. C	Bastrop, Texas....	Blacksmith

INDIAN TAKING SPECIAL COURSES

Alford, Pierrepont	Shawnee, Okla....	Carpenter
Black Hawk, John	Winnebago, Neb....	Blacksmith
Black Hawk, Joseph	Winnebago Neb....	Painter
Baird, Reuben	Oneida, Wis....	Upholsterer
*Clark, J. W	Shawnee, Okla....	Carpenter
Clifford, Jas. B	Kyle, S. D....	Painter
Fisher, Adam	Winnebago, Neb....	Painter
George, Wallace K	Irving N. Y ...	Machinist
Glick, Taylor W	Verdel, Neb....	Painter
Goings, Jas T... ..	Pine Ridge, S. D....	Painter
Hamlin, George.....	Fosston, Minn....	Harnessmaker
Hendricks, Fritz.....	Anadarko, Okla....	Carpenter
Hood, Riley	Shawnee, Okla....	Carpenter
Hunter, John.....	Winnebago, Neb....	Carpenter
Hill, Hiram.... ..	Oneida, Wis....	Shoemaker
Johnson, J. J.....	Kenwood, N. Y ...	Blacksmith
Jones, Nelson.....	Onondaga Castle, N. Y....	Carpenter
Lavender, Fleming.. ..	Ft. Lewis, Ariz....	Carpenter
Leeds, Henry T	Lower Brule, S. D....	Carpenter
Lambert, Hugh N.....	Cherokee, N. C....	Blacksmith
La Rock, Alex	Reserve, Wis....	Blacksmith
Lolorias, Oscar A	Tucson, Ariz....	Shoemaker
Medicine Crowe, Fred....	Crow Creek, S. D....	Carpenter
Poor Thunder, George, Rosebud Agency. S. D ...		Harnessmaker
Powless, Duncan W..	Onondaga Castle, N. Y....	St. Engineer
Ramon, J C.....	Tucson, Ariz ..	Shoemaker
Skenandore, Elias.....	Oneida, Wis....	Carpenter
Tyner, John.....	Shawnee, Okla....	Carpenter
Williams, Spencer F.....	Brant, N. Y....	Sheet Metal w'rk
Williams, N. E.....	Fort Defiance, Ariz....	Blacksmith
Wolf, Abel.....	Cherokee, N. C....	Shoe and Har- ness work.

NEGROES TAKING SPECIAL TRADES

*Ivery, M. W. S.....	Oxford, N. C..	Shoemaker
Noble, Paul H.	Savannah, Ga....	Harnessmaker
Alston, G. W.....	Durham, N. C....	Blacksmith
Smith, J. E	Northwest P. O., Va....	Shoemaker

* Left before close of term

SUMMARY, 1901

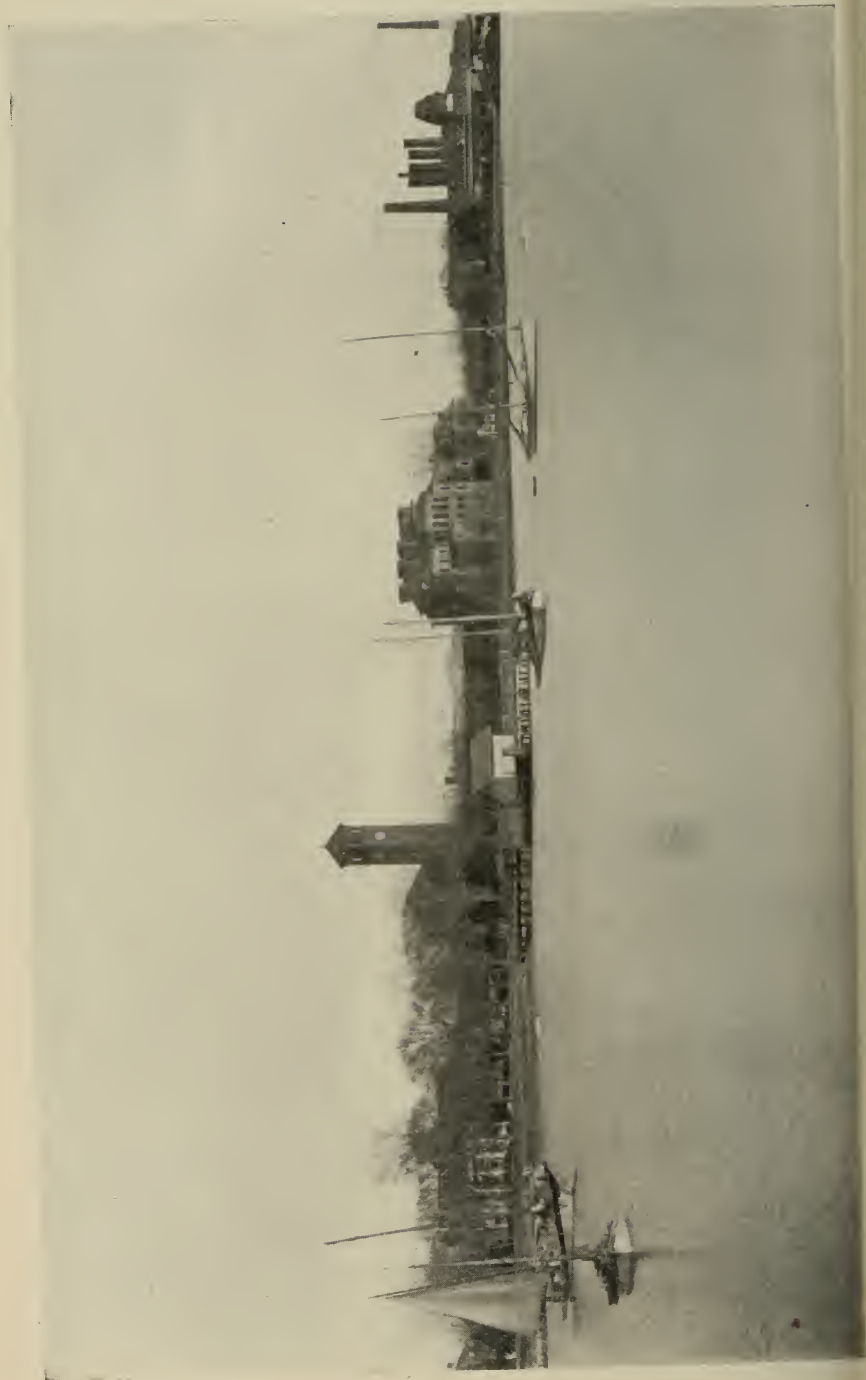
	<i>Col. Girls</i>	<i>Ind. Girls</i>	<i>White Girls</i>	<i>Col. Boys</i>	<i>Ind. Boys</i>	<i>White Boys</i>	<i>Total</i>
Postgraduates.....	14	3	0	8	1	0	26
Senior.....	12	2	0	24	3	0	41
Pupil Teacher.....	2	0	0	0	0	0	2
Special.....	4	0	0	0	0	0	4
Middle.....	34	3	0	32	7	0	76
Junior.....	63	22	1	24	15	0	125
Preparatory.....	25	19	0	22	15	1	82
At the North.....	0	5	0	0	4	0	9
Night School.....	0	0	0	0	0	0	0
Senior.....	0	0	0	4	0	0	4
Middle.....	0	0	0	55	6	1	62
Junior.....	33	0	0	130	12	1	175
Preparatory.....	25	0	0	125	2	0	39
	—	—	—	—	—	—	—
Total.....	210	54	1	311	65	2	645
Whittier Train. Sch'l	210	0	0	185	0	0	395
							<hr/>
Grand total.....	—	—	—	—	—	—	1040

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THIRTY-FOURTH ANNUAL

CATALOGUE

OF THE

HAMPTON NORMAL ^{AND} AGRICULTURAL

INSTITUTE

HAMPTON, VIRGINIA

FOR THE ACADEMIC YEAR

1901—1902

Hampton Institute Press

1902

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W. W. FRAZIER, Philadelphia, Pa.
REV. JOHN W. COOPER, D.D., New Britain, Ct.
ARCHER M. HUNTINGTON, New York City.
-

STATE CURATORS

Appointed by the Governor, for the Hampton Institute, January, 1901, for
a term of four years.

- N. W. NOCK, Onancock
P. H. CHRISTIAN, Wilcox Wharf
F. F. CAUSEY, Hampton
GEO. A. MELVIN, Portsmouth
J. C. CARTER, Houston
W. P. BURRELL, Richmond



Virginia Hall

OFFICERS OF INSTRUCTION AND ADMINISTRATION

FACULTY

H. B. FRISSELL, PRINCIPAL.
REV. H. B. TURNER, CHAPLAIN.
ALEXANDER PURVES, TREASURER.
ALBERT HOWE, SUPERINTENDENT OF INDUSTRIES.
FRANCIS C. BRIGGS, BUSINESS AGENT.
MARTHA M. WALDRON, M.D., RESIDENT PHYSICIAN.
ELIZABETH HYDE, LADY PRINCIPAL.
FRANK K. ROGERS, DIRECTOR OF TRADE SCHOOL.
ROBERT R. MOTON, COMMANDANT OF CADETS.

ACADEMIC DEPARTMENT

ELIZABETH HYDE, *in charge.*

C. AUGUSTA ADAMS.....	Literature and English
BERNETTE BACHELER.....	Domestic Science
HARRIS BARRETT.....	Bookkeeping
MARY B. BRIGGS.....	English Composition
WM. L. BROWN.....	Bookkeeping
MRS. CORA R. BRUNSON.....	Lace Making for Indian Girls
C. FRANCES BUTLER.....	History, English
ALICE R. CARTER.....	History
A. LOUISE CLEAVELAND.....	Elementary Science, English
BESSIE CLEAVELAND	Singing
LEROY C. COOLEY	Economics
ROSSA B. COOLEY.....	Bible, Elementary Science, English
JESSIE COOPE.....	Gymnastics
CHARLES H. DEYARMETTE	Manual Training Tinsmithing
DORA FREEMAN.....	Bible, U. S. History, English
ANNIE M. GOODRICH	Geography, Arithmetic, El. Science, English
CHAS. L. GOODRICH.....	Agriculture
LOUISE M. GOODRICH.....	Geography, Arithmetic, El. Science, English
ETHEL GOWANS.....	Geography, Arithmetic, El. Science, English
GRACE B. HOUSE.....	Geography, Arithmetic, Sloyd, English
ADDIE JAYNE.....	Geography, Arithmetic, El. Science, English
JOHN H. JINKS.....	Manual Training Joinery
EMMA JOHNSTON.....	Mathematics
FLORA F. LOWE.....	Arithmetic, History, Geography

LEIGH R. MINER.....	Drawing
MARY W. NETTLETON.....	Geography
ARTHUR T. SEYMOUR.....	Physics
SUSAN H. SHOWERS.....	Geography, Bible
CLARA M. SNOW.....	Bible
EDWARD H. SPENNIE.....	Manual Training Wood Turning
HELEN C. SOUTHERLAND.....	Cooking
W. S. SWEETSER.....	Chemistry, Animal Industry
ELLA R. TAYLOR.....	El. Science, Arithmetic, English
AMY TREADWELL.....	Geography, Arithmetic, El. Science, English
ADELAIDE W. VERNON.....	El. Science, Arithmetic, English
MAY BELLE WARNER.....	Arithmetic, English
JESSE A. WIER.....	Sewing, Dressmaking
JULIA F. WINTER.....	Drawing, Geog., Arithmetic, El. Science, English
JANE S. WORCESTER.....	History, Geography

NORMAL DEPARTMENT

MARY H. ADAIR.....	Critic Teacher
BERNETTE BACHELER.....	Cooking
BESSIE CLEVELAND.....	Singing
ROSSA B. COOLEY.....	Psychology, History of Education
CHAS. L. GOODRICH.....	Gardening, Nature-Study
LEONORA E HERRON.....	Library Methods
JOHN H. JINKS.....	Manual Training
NANCY M. JINKS.....	Sewing and Cooking
FLORA F. LOWE.....	Arithmetic
LEIGH R. MINER.....	Drawing
W. S. SWEETSER.....	Chemistry
JESSIE A. WIER.....	Dressmaking
JANE S. WORCESTER.....	Literature and History

Whittier School of Observation and Practice

MARY H. ADAIR.....	Principal
M. JENNIE GARRISON.....	Grade V
EVA B. CARPER ..	Grade IV
MATTIE B. ROBINSON.....	Grade III
MATTIE HOLMES.....	Grade II
LAVINIA HUDGINS.....	Grade II
FLORENCE L. PRICE.....	Grade I
NANNIE MCGWINN.....	Grade I
ADA V. BRADLEY.....	Kindergarten
ALICE R. CARTER.....	Pianist
LUCY A. PRATT.....	Gymnastics
BESSIE CLEVELAND.....	Singing
CHAS L. GOODRICH.....	Gardening
NANCY M. JINKS.....	Sewing, Cooking

JOHN H. JINKS.....	Manual Training
GRACE B. HOUSE.....	Manual Training
EDWARD H. SPENNIE.....	Wood Turning

AGRICULTURE DEPARTMENT

C. L. GOODRICH, *in charge*

C. L. GOODRICH.....	Instructor in Plant and Insect Life and Soils
W. S. SWEETSER....	Instructor in Chemistry and Animal Industry

BUSINESS DEPARTMENT

HARRIS BARRETT.....	Instructor
---------------------	------------

ARMSTRONG AND SLATER MEMORIAL TRADE SCHOOL

FRANK K. ROGERS, *Director*

GEORGE W. BUCK.....	Instructor in Carpentry
JOHN W. CROSS.....	" " Shoemaking
CHAS. H. DEYARMETTE.....	" " Tinsmithing
CONSTANTINE DUNCAN.....	" " Blacksmithing
WM. H. GADDIS.....	" " Harnessmaking
W. P. HARTHAN.....	" " Steam Engineering
J. F. LACROSSE.....	" " Painting
D. R. LEWIS.....	" " Drawing
C. M. LUDWIG.....	" " Tailoring
WM. H. PARKER.....	" " Machine Work
S. J. SCOTT.....	" " Wheelwrighting
WM. A. WEBSTER.....	" " Bricklaying & Plast'g
H. J. DEYARMETTE.....	In charge of Accounts

BOYS' PRODUCTIVE INDUSTRIES

ALBERT HOWE, Superintendent

Huntington Industrial Works

WM. H. SCOVILLE.....	Business Agent
E. M. HAINES.....	Sawmill
E. KELLY.....	Planing Mill
C. E. ASHE.....	Carpenter Shop

Carpenter and Repair Shop

JOHN SUGDEN Manager and Builder

Paint Shop

J. F. LACROSSE Manager

Printing Office

C. W. BETTS Manager

Home Farm

GEORGE J. DAVIS Assistant Farmer

Hemenway Farm

HENRY B. JORDAN Manager

FRANCES A. BALDWIN Matron and Teacher

SUSAN BERRY Housekeeper

DEPARTMENT OF DOMESTIC WORK

ELIZABETH HYDE, *in charge*

Sewing

CAROLINE E. BRAINARD Instructor of Colored Girls

MARY E. BRADLEY Instructor of Indian Girls

Laundry Work

E. M. SLATER

MARGARET W. TWITCHELL

HELEN L. TOWNSEND

} Instructors of Colored Girls

} Instructor of Indian Girls

Housekeeping

GEORGE D. YOUNG Steward

MARY B. YOUNG

JULIA E. PRATT

SARAH A. CLEMENTS

CLARA M. SNOW

J. AUGUSTA STEVENS

HELEN L. TOWNSEND

LENA BARCLAY

MARY MELVIN

} Matrons

Abby May Home

MARY T. GALPIN In charge

MEDICAL DEPARTMENT

MARTHA W. WALDRON, M.D.....	}Physicians
HARRY D. HOWE, M. D.....		
CLARA A. BLAKESLEE.....	}Nurses
MYRA A. SHOWERS.....		
ELLA THOMAS.....		

MILITARY DEPARTMENT

MAJOR ROBERT R. MOTON	Commandant of Cadets
CAPTAIN ALLEN W. WASHINGTON.....	Assistant Disciplinarian

LIBRARY

LEONORA E. HERRON.....	Librarian
A. B. ROCKWELL.....	Assistant Librarian

OFFICES

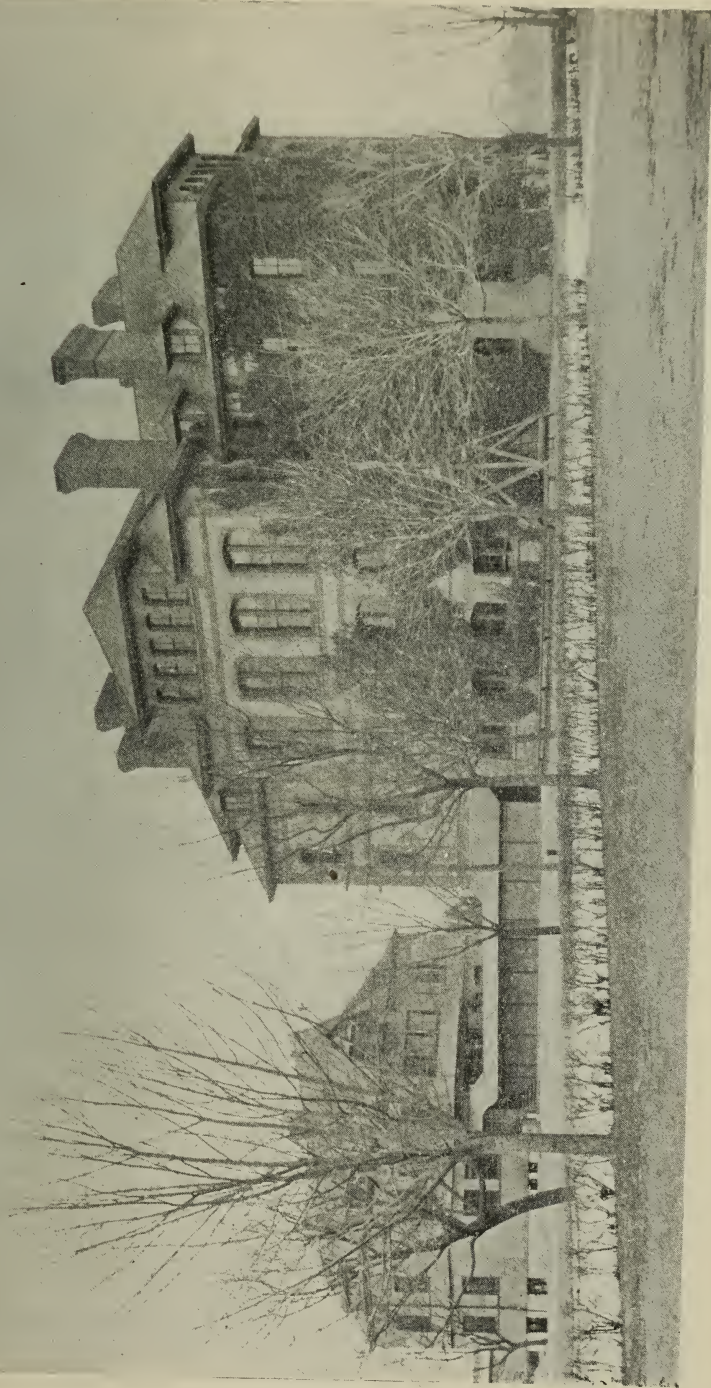
WM. L. BROWN.....	Cashier
FRANK D. BANKS.....	Head Bookkeeper
EMILY K. HERRON.....	Secretary to the Principal
MYRTILLA J. SHERMAN...	{ Correspondent of Colored Graduates Chief of Bureau of Statistics
CORA M. FOLSOM.....	
	{ Correspondent of Returned Indian Students In charge of Exhibits and Entertainments.
FRED. D. GLEASON.....	
J. E. DAVIS.....	In Charge of School Publications

SOUTHERN WORKMAN

H. B. FRISSELL.....	}	Editorial Staff
HELEN W. LUDLOW		
J. E. DAVIS.....		
WM. L. BROWN		
WM. L. BROWN.....		Business Manager

MISSIONARY DEPARTMENT

REV. H. B. TURNER.....	Chaplain
REV. LEROY C. COOLEY, JR.....	Associate Chaplain
DORA FREEMAN.....	{ In charge of Neighborhood Missionary Work
C. AUGUSTA ADAMS.....	
FRED. D. WHELOCK.....	Secretary in charge Y. M. C. A.



Science Building

Academic Hall

CALENDAR FOR 1902-1903

SESSION BEGINS—Thursday, October 2, and continues thirty-six weeks with a short recess at Christmas.

Anniversary in April, 1903.

Commencement in June, 1903.



GENERAL INFORMATION

Situation The Hampton Normal and Agricultural Institute is situated in Elizabeth City county in Virginia, on the Hampton river, overlooking Hampton Roads. It is two miles from Old Point Comfort and within easy reach of the town of Hampton, which is on the line of the Chesapeake and Ohio railroad. It is connected by trolley with Old Point Comfort and with Newport News, at both of which places steamers land from important Northern and Southern ports.

The school, consisting of fifty-five buildings, stands on a plantation of one hundred and eighty-five acres—the site of Camp Hamilton, one of the military hospitals of the Civil War. The spot is famous for the beauty of its scenery and for its historic associations. It is a place peculiarly appropriate for the location of a school devoted to Indian and Negro education, being the site of the Indian village of Kecoughtan, from which the Indians were driven by the white settlers, and near the spot where the first Negro slaves were sold in America.

Establishment and Control The Hampton Institute was opened in April, 1868, under the auspices of the American Missionary Association, with General S. C. Armstrong in charge. In 1870 it was chartered by a special act of the General Assembly of Virginia, and thus became independent of any association or sect. It is not, as is often supposed, a government or a state school, but is a private corporation controlled by a board of seventeen trustees, representing different denominations, no one of which has a majority.

Object Started for the purpose of providing a practical education for the children of the ex-slaves, the school, in 1878, opened its doors to Indian pupils, and has since that time devoted itself chiefly to the development of Negro and Indian youth.

The aim of the Hampton Institute was expressed thirty-three years ago by its founder, General Armstrong, in the following words. It is the same to-day.

"To train selected * * * youth who shall go out and teach and lead their people, first by example by getting land and homes; to give them not a dollar that they can earn for themselves; to teach respect for labor; to replace stupid drudgery with skilled hands; and, to these ends, to build up an industrial system, for the sake not only of self-support and intelligent labor, but also for the sake of character."

ADMISSION OF STUDENTS

Application Blanks Candidates for admission should write to the Principal, H. B. Frissell, for an application blank. This must in every case be filled out by the applicant himself, and returned to the Principal.

Applicants who are accepted will receive a card of admission which must be presented on arrival. No one will be admitted without such a card.

Young women will report, on arrival, to the lady principal; young men, to the commandant.

Examinations Examinations for 1902 will take place October 2d and 3rd. Students must report promptly for these examinations. Admission at any time other than the beginning of the term is allowed only in special cases.

Requirements for Admission *Academic Department.*—Candidates for admission to the day and trade schools must be at least sixteen years of age; to the work department of the night school, seventeen years. All applicants for admission to the Academic Department, either in day or night school, must be able to read well in books corresponding to the Third Reader; to write in a fair hand a paragraph or letter in simple English, with proper regard to capitalization, punctuation and spelling; and to pass a satisfactory examination, both in mental and written work, in the first four rules of arithmetic, in United

States money, liquid, dry and long measure, avoirdupois weight, and common and decimal fractions,

Trade Department.—The requirements for the Trade Department are the same as for the Academic Department, except for the printing, machinist's and dress-making trades, for which applicants must be able to enter the Middle class of the Academic Department.

Post-graduate Departments.—Applicants for admission to the Normal, Agricultural, Electrical, Business, Domestic Art and Domestic Science Departments, will, if graduates of Hampton Institute, be admitted on their academic diplomas. Other applicants must pass a satisfactory examination in the subjects included in Hampton's Academic Course. (See page 25.)

Expenses *All new students are required to deposit \$10.00 with the school treasurer as an entrance fee.*

Tuition is free to all deserving students.

Board is \$10.00 per month. This also pays for washing, fuel, lights, medical attendance (not including dentistry), and a limited quantity of drugs.

Books.—The estimated cost of books, payable by new students in cash, is as follows:

For Junior year.....	\$5.00
“ Middle “	6.00
“ Senior “	8.00

Method of Payment The cost of board is usually paid partly in cash and partly in labor.

Work Students.—Students who are without means to pay their board in cash, may be admitted to the Work Department of the night school. If they are able-bodied and good workers, they may be able, by working all day and attending evening classes for a year, not only to earn their board for that year, but to accumulate a balance with which to pay a part of their board after they enter the day or trade school.

Trade Students.—Students in the Trade Department attend night school. They receive instruction in their trades five days in each week, and are allowed wages for part of their work in the trade school. In addition, they are allowed one day in each week, if necessary, when they may earn part of their board at unskilled labor.

Day-school Students.—Students in the Academic and Post-graduate Departments attend school either four or five days each week, and work for a part of their board on the remaining one or two days.

Wages

While in most cases, able-bodied, good workers can earn as much as \$5.00 a month by working one or two days each week, the school *does not guarantee* that each student shall earn a fixed sum regardless of the value of his or her labor. The rate of wages varies according to the real value of the work done.

Students' labor is accepted as pay only when it is satisfactory. When it is not satisfactory the student is liable to suspension from school, although his standing in other respects may be good.

The earnings of students are held as a bond for the fulfilment of their purpose of getting an education at the school, and can be used only for their support while there. If pupils are sent away or



The Room of a Hampton Cadet

leave without permission, these earnings may be used for the benefit of needy students, at the discretion of the Faculty.

Accounts

Accounts are made out in the treasurer's office, and handed to the students about the 15th of each month. Each student is also required to keep his own personal monthly account, to be verified by the school. Parents should require their children to send home their office accounts and should see that what may be owing the school is paid promptly.

The debtor balances on all bills should be paid in cash within one week after the accounts are received. Those who fail to pay

are liable to suspension from recitations until payment is made, but will be required to attend all other exercises, including religious services, study hours and drills.

No student who has left the school for any cause can re-enter until all back bills are paid.

SPECIAL REQUIREMENTS

Public Worship

Sunday.

There are devotional exercises daily at which students are required to be present. They are also required to attend Sabbath-school and church on

Scholarship Letters

The tuition of students is paid by benevolent persons or societies in yearly scholarships—seventy dollars for academic, and thirty dollars for industrial instruction. Every student is required to write a letter of thanks for this assistance.

These donations are for the salaries of teachers and have nothing to do with board bills. Any student may be dropped from the school who shall be considered unworthy of this scholarship aid.

Clothing

Girls.—Every girl must bring rubbers and a water-proof, or money to purchase them. Those entering the Work Department will be expected to provide themselves with plain, easy-fitting wash dresses and aprons, and will be expected to wear Warner waists instead of corsets. All the girls take gymnastics unless excused by the resident physician, and day-school girls must provide themselves with gymnastic suits.

Boys.—The school uniform is navy blue, and consists of a plain sack coat, trousers, and military cap. Every young man is required to provide himself with a school cap immediately upon his arrival. This uniform is to be used at drills and inspection, on all public occasions, and always when off the school grounds.

Lower-cost working suits, uniform in style, are provided, and students are expected to wear these or the regular school uniform while connected with the school.

Parents are requested *not* to provide suits for their sons before sending them to the school, but to invest the money in uniforms, which are made in the Tailoring Department of the Institute, and

can be purchased at reasonable prices. Young men can also procure underclothing from the school store. Cost of uniform:—

Coat.....	\$7.25
Trousers.....	4.50
Vest.....	2.00
Cap.....	1.00

All students are required to bring their own towels.

The young men are under military discipline. They
Discipline are all members of the school battalion and are required to drill without arms, to perform guard duty, and to police the grounds.

Low or profane language will subject students to severe discipline. They are liable to fine, reprimand, confinement, or other necessary punishment. Card playing and the use of ardent spirits and tobacco, either on or off the grounds, are prohibited to students connected with the school.

The young men are not allowed to retain fire-arms in their possession. The commandant of cadets will retain any brought, giving the owners receipts for them.

Letter-writing is subject to regulation. Students' rooms are subject to inspection and regulation by the proper officers at all times.

Students are not expected to leave the school grounds without permission.

Every student who enters the school agrees to submit to its discipline. The first year is especially probationary, and students are subject to prompt suspension or discharge for an unsatisfactory record in regard to study, conduct, or labor. Five zero-marks in conduct amount to one warning. Students receiving three warnings or fifteen zero-marks, will be liable to suspension. Those who are thus suspended will not be permitted to remain at the Institute while waiting for money to take them home.

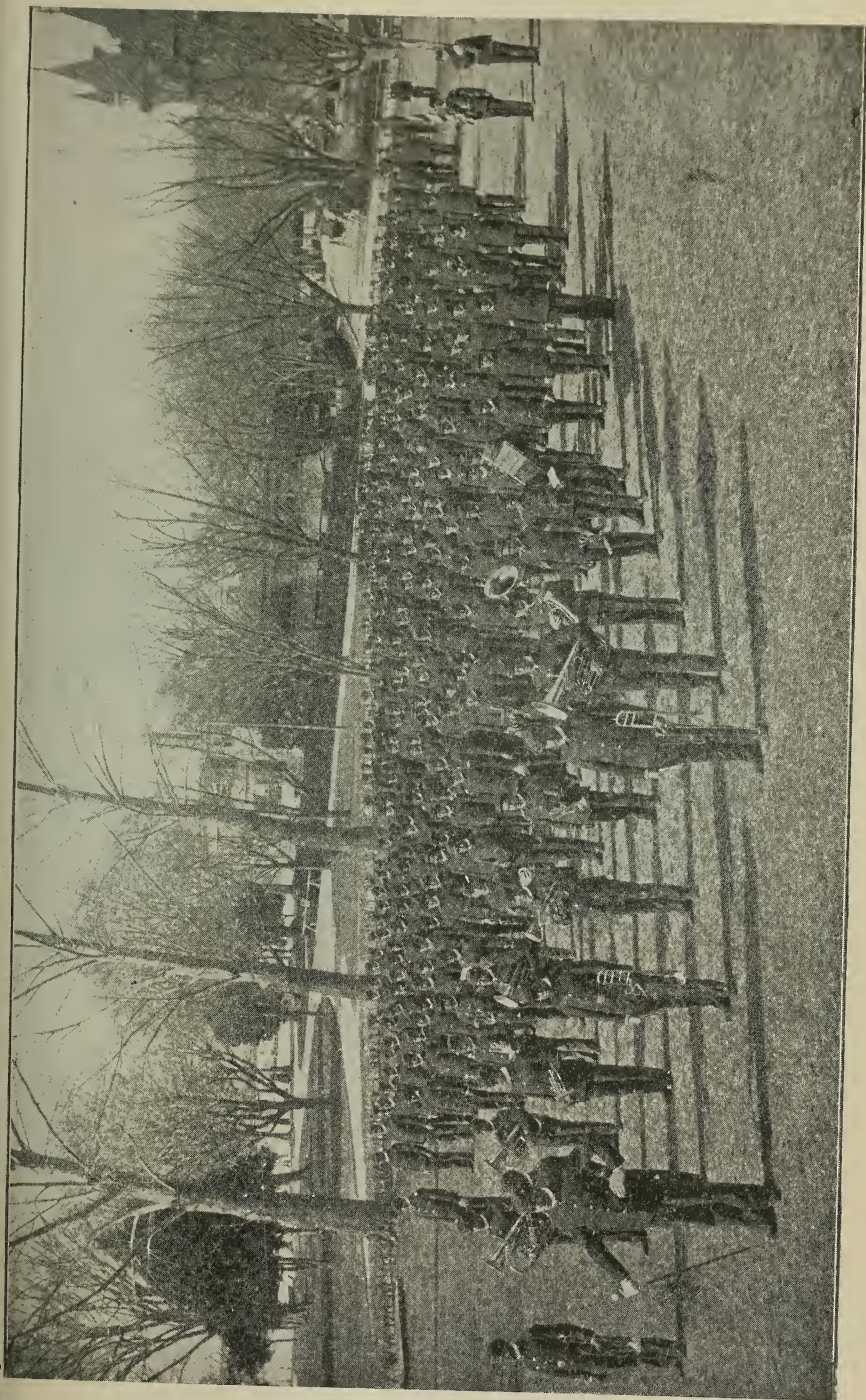
Day-school students, as a rule, are not expected to spend their summer vacation at the Institute, but, in order to earn money to pay their school bills, are advised to procure work elsewhere during that time.

Night-school students remain on the grounds throughout the entire year, with a vacation from class-room work during the summer months. Legal and special holidays are observed.

For further information address,

H. B. FRISSELL, *Principal*,

Hampton, Va.



The School Battalion



Interior of Memorial Church

ACADEMIC COURSE

THREE YEARS

For Day and Evening Classes

For requirements for admission, see p. 18

Agricultural Science

An aggregate of five months during fall and spring are devoted to introducing the pupils of this class to Plant Life, Soils, and Insect Life. The object of the work is to arouse an interest in nature and to teach some facts which are useful on the farm. The following is a brief detail of the topics studied :

Plant Life—Principal parts of plants and the use of these parts to man ; how these parts grow and what they do for the plant ; conditions necessary for each part to make its best growth and to do its best work for the plant and for man ; how to bring about these conditions on the farm.

Soils—Relations of soils to plants ; sand, clay, humus ; how soils are made ; work of sun, water, ice, air, plants, and earthworms in making soils ; soil conditions which affect plant growth ; relation of soil to water, heat, and air ; plant food in the soil ; how to bring about and maintain soil conditions which favor plant growth.

Insect Life—General structure, metamorphosis, and habits are studied in grasshoppers, squash bugs, beetles, flies, moths, and butterflies ; the habits of other insects common on the farm are studied as they are found during field excursions.

These three divisions of the subject are not taught as separate and distinct topics, an attempt being made to impress the student with the close relations existing between them, and the interdependence of each on the others. The work is conducted by observation and experiment in field and class-room, by written exercises, and by discussions.

Physics Elementary lessons on matter and some of its properties. Force of gravitation. Comparison of masses of equal volume. Atmospheric pressure and use of barometer. Principle of lifting pump; of force pump. Liquid pressure at different levels. Pascal's Law. Principles of spring and platform balances.

Heat.—Thermometers, Expansion of solids and liquids. Radiation from different substances. Principles of ventilation. Phenomena of boiling, singing, evaporation and distillation, dew, frost, rain, snow and hail.

Light.—The law of reflection from a mirror. Shadows. Law of inverse squares. Refraction in water. Images in a plane mirror.

The work of this year is entirely qualitative. The students are required to reproduce the lessons both orally and in writing. The aim is to encourage the student in correct observation and expression and to arouse an interest in familiar things, which will be of use in after life.

Chemistry *(For Laundry Girls)* This includes laboratory work upon acids and alkalies, hard waters and "breaking" agents, solvents and emulsifiers, saponification, and blueings. The aim in this short course is to familiarize the operator in the laundry with the important principles which underlie the best laundry methods, and to make of the laundry girl a thinking and questioning worker.

Hygiene The course is made to bear as close a relation as possible to the lives of the students and they are urged to study the conditions about their own homes. Lessons in emergencies are given, students being required to make and apply bandages, adjust splints, make tourniquets, and perform artificial respiration. The prevention and care of consumption is studied; also the care of other diseases. The necessary experiments in physics and chemistry are performed to make clear the principles underlying the subject. Simple apparatus, made by students as far as possible, charts, and market specimens are used for illustration.

Geography I. *The World as a Whole*—This study is taken up in connection with current events, a discussion of which forms a part of the regular geography course. Using the daily news as a basis, students are taught or reviewed in the following topics of world geography :—

1. Continents, oceans and grand divisions.
2. The people and industries of different countries.
3. The zones and the heat belts.
4. The life of the heat belts.
5. Location of leading countries and cities of world.



A Field Excursion

II. *Home Geography.*—

1. The field excursion, in which are studied beaches and sea life, marshes and tidewater rivers, and the formation of rocks and soils.
2. The weather record, and observations on tides and currents.
3. Local history and geography, in which the following topics are considered:—
 - a. Hampton and its industries.
 - b. Places of interest in and around Hampton.
 - c. Historical places in the vicinity.
 - d. Geography and history of Virginia.

III. *Changes in Land Surface*, taught under the following heads:

1. Highlands.
2. Coasts.
3. The wearing away of lands.
4. Slopes, rivers and divides.
5. The building up of lands.

IV. *North America*, studied with especial reference to physiography, climate and distribution of people, with a brief study of countries north and south of the United States.

V. *The United States*—Emphasis is here laid upon production and resources, manufactures, commerce and trade centers, and a special study is made of New England and the Southern States.

VI. *Territories and Dependencies of the United States*—Alaska, Cuba and Porto Rico, The Hawaiian Islands, Guam and Samoa, The Philippines.

VII. *South America*. A brief study, comparing with North America as to physiography, climate, products, resources, industries, commerce, people, etc.

Note—Not all of these topics are fully treated in one year's work in the day school. Night-school classes in the first year devote themselves mainly to a preparatory study of the world as a whole, and to home geography, taking up meanwhile the elementary science upon which later geography work is based. The work of the Junior grades of such classes is completed in the following year in either day or night school.

Much time is given to the study of relations and
Arithmetic comparison of magnitudes in accordance with the underlying principles of the Speer system, because of the value of such study to the industrial side of the work. The Mechanic's Arithmetic, and Griffin's "Lines, Area, Volume, Bulk, Percentage," are used throughout the course. All students are required to keep an account book showing monthly receipts and expenditures.

Training is given in clear and correct expression.
English The simplest points in technical grammar are taught to aid the pupil to correct intelligently his spoken and written English.

- I. Capitals.
- II. Punctuation.
- III. Parts of speech.
- IV. Sentence building.
- V. Composition work.

1. Letters.

2. Papers on subjects suggested by science, geography, literature and Bible history.

3. Stories.

**Reading
and
Literature**

The study of the elementary sounds of the language, diacritical marks, phonetic spelling, vocal drill. Recitations of selections of poetry and prose. Rhetorical exercises.

Pilgrim's Progress. Evangeline. The Courtship of Miles Standish. Snow Bound. Short poems by Longfellow and Whittier. A Civic Reader. Ten Boys on the Road from Long Ago to Now. First Lessons in American History.

Bible Study

Old Testament History from the Creation to the Israelitish Kingdom, including stories of the early races, lives of the Patriarchs, the Exodus, the wandering in the wilderness, conquest of Canaan, and the period of the Judges—Genesis to Ruth inclusive.

Vocal Music

Normal Music Course (Holt System). 1. Tone drill.

2. The major scale in nine positions. Scale writing.

Intervals. Sight reading in parts. In this year the

charts and readers of the Normal Course are used, together with a great deal of supplementary music reading.

Drawing

Brush work. Elementary color. Original designs

in color for cards and book covers in connection with English work.

Work illustrative of academic branches in pencil, crayon, charcoal and color.

Color work from plant and insect forms illustrative of nature study.

Penmanship

Vertical writing taught. Letters classified, move-

ment drill given, special attention paid to position

of body, and hand practice on the blackboard and

with pen and paper.

Gymnastics

The Swedish or Ling System is followed, and a

large gymnasium in Academic Hall has been fitted

up with Swedish apparatus.

The gymnasium drill includes floor work, exercises on apparatus, and gymnastic games. The floor work embraces all the fundamental positions of the body, bending, twisting, jumping, running, marching, etc, special stress being laid upon breathing exercises and the position of the chest.

The apparatus comprises stall bars and benches, straight and slanting ropes, double boom, jumping standards, and balance teams.

It is the purpose of the gymnastic games to train in swiftness and exactness both mind and body, and at the same time to afford a pleasant relaxation from the military discipline in the other part of the drill. The popular game of basket-ball has been introduced, together with others no less interesting and beneficial.

Muscular development is not the aim of the gymnastics—we do not strive to produce athletes, but rather to train the muscular and nervous systems together, and to strengthen the heart and lungs upon which the welfare of all other organs depends.

It is very natural that the students should assume comfortable positions while studying or working, totally regardless of the effect such positions may have on the body. The first object of gymnastics is to counteract the evils resulting from these habitually sustained, incorrect positions, to improve the general carriage, to bring about healthy respiration, and to tone up the whole body.

Anthropometric measurements are taken at the beginning and close of the term to find the improvement and express it in figures. The lung capacity is tested every month.

For Boys. Course in Bench Work requiring 100

Manual *hours.* Exercises consist of the following.—Meas-

Training uring on a plane surface with rule and knife, square with try-square, gauging with marking gauge, sawing to a line with rip, cross-cut, and back-saw, planing to true surface, testing with steel square and by sighting, planing to size with sides square and true, planing ends smooth and true with block plane, lining rough lumber with straight edge and pencil, making the half joint or box halving, making the dado or cross groove, nailing butt joints, mortising and tenoning, boring, making joints fastened with screws, glueing, making a smooth surface with plane, scraper, and sand paper.

Grooved work, making mitre joints, making irregular bevels, making dovetails, laying out and sawing curved work.

In connection with the above course in bench work, each exercise is first worked in free hand or mechanical drawing from a mod-

el; the model is then set aside and a reproduction made from the drawing.

The above principles are applied in the construction of finished models which may be used by the student, such as boxes for collars, cuffs, neckties, etc, bookshelves, inkstands, printing frames, picture frames, drawing boards, Tee squares, etc.



Class in Gymnastics

Manual Training *For Girls. Course in Sloyd.*—The Junior classes devote from two to three hours per week to sloyd. Their work includes the course as arranged for the first and a part of the second year for grammar schools. They are required to make working drawings for a part of the models; others they make from drawings placed upon the board by the teachers. The regular course of models is given below, together with the exercises upon which they are based. To this course have been added from time to time, supplementary models adapted to the needs and qualifications of the individual pupil.

The model presented must appeal to the interest of the worker, and should be useful from her standpoint.

It must be aesthetically good.

It must be sufficiently difficult of execution to call out a vigorous exercise of the best efforts of the worker, while at the same time it must be sufficiently within her powers to admit of fairly successful achievement.



Class in Manual Training

The classes are conducted on the plan of both class and individual work; class work whenever every individual may be reached by it; individual, when especial attention is required.

We endeavor to find such supplementary models as shall reach the daily interests and experiences of the student—something that shall touch both what they do know and care for, and that which they are growing to know and care for. We seek to develop character through a cultivation of concentrated effort, sound judgment, habits of forethought, neatness, accuracy, industry, and honesty of work, and incidentally a practical knowledge of materials and tools.

Models.—1. Wedge. 2. Flower Pin. 3. Flower Stick. 4. Penholder. 5. Tool Rack. 6. Coat Hanger. 7. Cutting Board. 8. Flowerpot Stand. 9. Flowerpot Stool. 10. Bench Hook. 11. Hatchet Handle. 12. Corner Bracket. 13. Hammer Handle. 14. Key Board. 15. Paper Knife. 16. Ruler. 17. Towel Roller.

Exercises—1. Straight whittling. 2. Oblique whittling. 3. Cross Whittling. 4. Point whittling. 5. Sandpapering (without block). 6. Rip Sawing. 7. Narrow surface planing. 8. Squaring. 9. Boring with drill-bit. 10. Fitting a peg. 11. Curve whit-

ling. 12. Cross-cut sawing. 13. Gauging. 14. End planing (in bench hook). 15. Boring with auger bit (vertical). 16. End sandpapering (with block). 17. Curve sawing. 18. Smoothing with spokeshave. 19. Boring with bradawl. 20. Broad surface planing. 21. Vertical chiseling. 22. Horizontal boring. 23. Filing. 24. End planing (without bench hook). 25. Nailing. 26. Sinking nails. 27. Making halved-together joints. 28. Countersinking. 29. Glueing. 30. Screwing. 31. Modeling with spokeshave. 32. Scraping. 33. Beveling with spokeshave. 34. Oblique planing. 35. Spacing with compass. 36. Veining. 37. Carving. 38. Wedge planing. 39. Filing edge. 40. Notching. 41. Punching. 42. Beveling edge with jack-plane and file. 43. Boring with centre bit. 44. Planing a cylinder. 45. Fitting axle.

Course in Sewing.—Two periods a week to each class. The object of the work is to give each pupil a thorough knowledge of the stitches used in plain sewing—basting, running, overcasting, back-stitching, overhanding, hemming, felling, blind-stitching, cross-stitching. Each student makes for herself a book containing samples of the different kinds of work.

Course in Cooking.—Two lessons per week for four months. Instruction is given in the care of kitchen and kitchen utensils; care of dining-room; cookery of vegetables, cereals, meats, soups, desserts, breads, tea and coffee; making of yeast; preparation and serving of meals; table laying and waiting.

MIDDLE YEAR

Agricultural Science The work of this year is based directly on the principles taught during the Junior year.

Soil Water.—The effects of a surplus of water and a scarcity of water on the conditions necessary for germination and plant development.

Farm Drainage.—How to drain. The effects of drainage on the conditions necessary for plant growth.

After-Cultivation.—Its effects on the conditions necessary to plant growth, and especially its effect on soil water.

Rotation of Crops.—Its effects on the conditions necessary for plant growth as compared with the effects of the one-crop system.

Plant Propagation.—By seeds, by parts of the plant—separation, layering, cutting, grafting, budding.

Insects and Plant Diseases.—How they injure plants and how to check their destructive effects

Manures and Manuring—Farm Manures. Commercial fertilizers.

I. *The World as a whole*.—

Geography 1. The motion of the earth. 2. Winds and rainfall.

3. Ocean currents. 4. The moon and the tides.

5. Climate, studied from the standpoint of cause and effect.

II. *Changes in Land Surface*.—

1. Pebbles, sand and clay.

2. The making of rocks and coal.

3. Veins, and water underground.

4. Changes in the shape of sea and land.

5. The nature and teaching of fossils.

III. *Eurasia*.—Physiography, climate and life belts.

IV. *The Countries of Asia*.—Study of China, Japan, India and Southwest Asia with special reference to people, customs, industries, and character of civilization.

V. *Oceanica*.—A brief study of Australia and the East India Islands.

VI. *Africa*.—

1. Physiography and climate.

2. Productions and resources.

3. People, trade and customs.

4. Special study of sections—Egypt, The Soudan, The Kongo Basin, South Africa.

VII. *Europe*.—

1. Review of physiography and climate.

2. A study of the countries of Europe by historical sequence, showing the development of European civilization, and grouping the work, where practicable, around great men and great events.

3. Summary of resources and industries, comparing with those of other Old World countries, and also with those of North America.

Note—Students are required to summarize their work frequently in the making of maps, charts and tabular views, in sand modeling, and in descriptions and essays on special subjects; and they are referred constantly to pictures, books of travel, history, and government as a stimulus to broader study.

Arithmetic Advanced work in Mensuration. Practical applications of percentage, including commercial and bank discount, simple interest, etc. Accounts continued.

Mental Arithmetic. Practical talks on business.

English

The aim of the year's work is to develop ability to speak and write strong and correct English. Masterpieces of English, and technical grammar are used as aids in this course. Original work is done in description and story telling. Papers are required on subjects suggested by the courses in American and Bible history, literature and geography.

**Reading
and
Literature**

Vocal drill. Rhetorical exercises. Irving's Sketch Book. Patriotic selections in connection with the study of American History. *Ivanhoe*. Merchant of Venice.



A Practical Lesson in Arithmetic

Brief course in English History, as a basis for a **United States History** study of American institutions. America before its discovery by Columbus. The Norsemen. Great explorers and discoverers and their work. Claims and settlements of different nations in America. Life in colonial times. The struggle for supremacy in America. The struggle for independence. The constitution of the United States. The administration. Financial questions. Acquisition of territory. Slavery in the United States. Foreign relations. Great inventors and inventions. Great

statesmen and their work. Great authors. Growth and progress of the United States in the nineteenth century.

Map drawing. Essays. Study of current events. The news of the day is brought in by students on four mornings of each week, and twenty minutes given to its discussion. Special attention is given to such items as bear on the principles of organization of government and to such as illustrate the great economic laws.

Bible Study The History of the Israelitish Kingdom. Captivity. Restoration. The study of the prophets in their historical setting. Book of Samuel to Malachi, inclusive. The historical connection between the New and Old Testaments. The fulfilment of prophecy as shown in the life of Jesus Christ. Christianity contrasted with Judaism.

Vocal Music Review of the major scale. Minor scale in eleven positions. Continuation of written work begun in Junior year. Chromatic scale. Extended sight reading.

Drawing Free-hand perspective. Original designs from plant forms executed in color harmonies. Designs and studies in color, illustrative of academic branches. Sketching from the figure in silhouette and color. Outdoor sketching.

Gymnastics.—Continued from Junior year.

Manual Training *For Boys. Course in Wood Turning, requiring about 120 hours.* Turning between centers, centering, roughing with gouge, turning to size, testing with calipers, smoothing with skew chisel, measuring and cutting to length, turning straight tapers, outer curve, inner curve, combination of curves in making chisel handle, testing by the eye, cutting shoulders, cutting beads, cutting flute, turning section on square piece, sandpapering, polishing with shellac.

Face Plate Work.—Knob, corner block, match box, barrel, vase and napkin ring.

In connection with the above exercises there are taught the following.—Reading drawings, lessons on materials used, care of lathes with names of parts.

Course in Tinsmithing, requiring about 100 hours.—Laying out and developing patterns for cylinders, cones, pyramids, and other geometric forms. Cutting to straight and curved lines, joining edges by seaming, riveting and soldering. Making up useful articles, such as a tin cup, square pan or box, covered pail, dustpan, etc. two- and three-piece elbows in stove pipe, making T joints, Y joints, sheet-iron dripping-pan, and chimney top. Use of fluxes on tin,

galvanized iron, copper, lead and zinc. Use of all the common tinners' tools and machines.

**Manual
Training**

For Girls. Sewing.—Continuation of the work of the Junior year. Each student cuts and makes herself a full set of underclothes.

Cooking.—Two lessons per week for four months. Instruction is given in the care of the kitchen and kitchen utensils; care of dining-room; cookery of vegetables, cereals, meats, soups, desserts, breads, tea and coffee; making of yeast; preparation and serving of meals; table laying and waiting.

SENIOR YEAR

The course of this year is partially elective. Students, acting under the guidance and advice of the Faculty, will be permitted to choose three, or not more than four, of the following subjects.

**Agricultural
Science**

Animal Industry.—Breeding, care and management of horses, dairy cattle, poultry, sheep and swine. Dairying, including care and testing of milk, methods of creaming, ripening, churning, etc. Principles of stock-breeding. Principles of stock-feeding.

The student is made familiar with the different types and breeds by bringing the animals into the class-room and by taking the classes into the stables and poultry houses. The latter method also affords an opportunity for observing the construction of farm buildings and the general management of live-stock.

Physics

The work of this year consists of exercises in mechanics, heat, light, electricity and sound. The laboratory work is supplemented by recitations from a text-book and by discussions of the exercises performed by the student. Many problems are assigned for outside work. Special emphasis is given to the application to the various trades of the principles studied.

The student is expected to perform as many of the following exercises as can be done well. A carefully kept note book is required containing all exercises performed by student or instructor.

Mechanics.—Methods of accurate measurement. Estimation of tenths with the eye. The use of the vernier. Methods of multiplication, division and retention of doubtful figures in the result. Measurement of the density of regular and irregular solids, liquids and gases by direct and indirect measurement. Parallel and concurrent forces. Levers and moments. Friction. Elasticity and

breaking strength of wires. Compressibility of gases. Accelerated motion. Pendulum.

Heat.—Testing mercury thermometers. Linear expansion of a solid by heat. Effect of temperature upon gases. Specific heat of a solid. Heat of melting. Heat of vaporization. Determination of dew point.

Light.—Law of inverse squares. Use of photometers. Law of reflection of light from plane and curved surfaces. Refraction with plate of glass and with prism. Index of refraction. Focal length of a converging lens. Conjugate foci of a converging lens. Shape and size of real images formed by a lens; of virtual images. Principle of the microscope; of the telescope; of the opera glass.

Electricity.—Lines of force about magnets and charged conductors. Single- and two-fluid galvanic cells. Resistance by substitution and wheatstone bridge. Battery resistance. Arrangement of cells in series, parallel and in opposition. Combinations of cells for best efficiency. Construction of telegraph key and sounder. Telephone. Induction coil. Bell installation. Dynamos and motors.

Sound.—Velocity of sound in air (out-of-doors; by resonance in tube with water; in a rod.) Number of vibrations of a tuning fork (by trace in lamp-black.) Vibrations of strings. Effect of length, tension, and mass, upon pitch. Lissajou's figures. Chladni's figures.

Thirty-five exercises will be required as a minimum from each student. Henderson and Woodhull's Physics is the text-book used by this class.

First Aid to the Injured *For Girls.*—Instruction in the care of the sick-room and the small attentions necessary to the comfort of an invalid. Health Laws. Ventilation. Influences of heredity. Preparation and use of domestic remedies and disinfectants. Sanitary care of the home.

Mathematics A simple, practical course in bookkeeping. Inventional geometry.

English Instruction in the general principles of rhetoric. Constant practice in essay writing. Subjects for essays suggested by courses in history and literature and by practical questions of importance to the home and community. The aim of the year's work is to train students to plan essays independently and to give facility in clear and vigorous expression of thought.

Reading and Literature

In choosing selections for study in the Senior year, three thoughts have been kept in mind:—(1) To acquaint pupils with a number of the leading forms of literary production. (2) To correlate the literature with the study of history, English and economics. (3) To study selections that will have an ethical value to students. In pursuance of this plan the following studies have been arranged for the present year.

I. *Essays*.—Channing's Self-Culture, and Macaulay's "Dr. Johnson" and "Impeachment of Warren Hastings."

II. *Historical Poem*.—Lady of the Lake.

III. *Drama*.—Shakespeare's Julius Cæsar.

IV. *Story*.—Dr. Hale's In His Name.

V. *Modern Poetry*.—The Vision of Sir Launfal. Tennyson's Coming of Arthur.

VI. *Economic Writings*.—Van Dyke's Toiling of Felix. Lowell's Democracy. Webster's Bunker Hill Oration. Grady's The South Before the War. B. T. Washington's Atlanta Speech.

Rhetorical exercises and essays on these studies form a part of the work. A list of books including fiction, biography and ethics is also prepared, from which students must select a prescribed number for outside reading during the year.

Civics

During the first half of the year special study is given to the duties and rights of American citizenship. The study begins with government in the family, the school, the township, the county, the state, and culminates in the larger functions of the government in our Federal institutions. Special emphasis is laid upon the moral obligations of the citizen and the officer in relation to the state and to society. Dole's American Citizen is made the basis of the course, with parallel studies in Macy's Our Government, and Fiske's Civil Government.

The second half of the year is spent in a study of the general principles of society and economy upon which our American civilization depends, with special attention to such principles as condition survival and progress in the Negro and Indian races. Fairchild's Rural Wealth and Welfare, Gidding's Elements of Sociology, Du Bois's The Philadelphia Negro, and Washington's Future of the American Negro, constitute the principal reading of the class.

History

Conditions necessary for developing early civilization. Parts of the Old World where these conditions existed. Ancient oriental civilization. Greece.



Class in Dressmaking

Rome. Gifts of early civilization to modern civilization. Origin of the modern nations of Europe. The Dark Ages. Charlemagne and his Empire. Mohammed and the Saracenic Empire. The Feudal System. Chivalry. The Crusades. The Revival of Learning.

Rise of modern nations. Fall of Constantinople and its effect on Europe. Decisive battles of the world's history. Biographies of great men of different periods.

Map drawing. Essays. Current events.

Vocal Music

Writing major and minor scales in eleven positions. Transposition. Extended work in intervals. Advanced sight reading.

Drawing

Free-hand perspective. Original designs from plant forms executed in color harmonies. Designs and studies in color, illustrative of academic branches. Sketching from the figure in silhouette and color. Outdoor sketching.

Gymnastics.—Continuation of work of preceding years.

Manual Training *For Girls. Sewing.*—The object of the Senior course in sewing is to enable each young woman graduating from Hampton to draft, cut, and make her own dresses.

Drafting.—Drafting and cutting of skirts and waists.

Dressmaking.—Making models of dresses which afford practice in designing, putting together, and finishing lined suits.

Each pupil makes a wash dress for herself.

Manual Training *For Boys. Course in Forging, requiring about 120 hours.* The building and care of fires. Heating the iron. Drawing square iron to a point, to flat, to bevel, and to round. Drawing from round to square, from square to octagon, from octagon to round. Bending rings of round and flat iron. Pointing and bending a staple. Drawing, bending, and twisting in making a hook. Upsetting and forming square and hexagon head bolts. Punching and cutting square hexagon nuts. Bending, twisting, and punching flat iron.

Upsetting, drawing, bending, punching, and chamfering square angle piece. Upsetting, welding, forming, and punching, introducing case hardening in making heading tool. Drawing and upsetting nails and rivets in heading tools. Butt welding. Bending, scarfing and welding in washer making. Bending and welding in making chain.

Forming, punching, slotting, and bending a hasp. Laying off and forging diagonal brace. Forging eccentric strap. Drawing out, bending, and threading eyebolt with ring. T welding. Jump welding steel. Forging S wrench.

Drawing cast steel and introducing tempering in making cold chisel. Forging and tempering flat drill. Forging and tempering hammer. Drawing, bending, punching, and tempering arch spring. Forging and tempering lathe tools. Welding steel to iron. Forging blacksmith's tongs.

In connection with the above course will be brought in the reading of drawings; the construction of iron, steel, etc; the study of fuels and their combustion; the study of tools and their parts.

In place of blacksmithing, Senior boys are sometimes allowed to take mechanical drawing or to spend their time in some of the various trade departments of the school.

HOME TRAINING FOR GIRLS



The principal objects of the training given to girls at Hampton Institute are as follows:

First.—To enable them to make good homes.

Second.—To send out strong teachers, well equipped for both academic and industrial teaching.

Housework All the housework in the girls' dormitories and

teachers' rooms, including chamber-work, sweeping, dusting and scrubbing is done by the girls.

Laundry Work In the school's steam laundry the girls do all the washing and ironing of the students' boarding department and the Teachers' Home. The fol-

lowing course in the chemistry of laundry-work is planned for the students who are engaged in this industry.

Chemistry of Laundry Work.—This includes laboratory work on acids and alkalies, hard water and "breaking" agents, solvents and emulsifiers, saponification, and blueings. The aim in this course is to familiarize the operator with the principles which underlie the best laundry methods, and to make her a thinking and questioning worker.

Cooking *Junior and Middle Years.*—Two lessons per week for four months. Instruction is given in the care of the kitchen and kitchen utensils; care of dining-room; cookery of vegetables, cereals, meats, soups, deserts, breads, tea and coffee; making of yeast; preparation and serving of meals; table laying and waiting.

Normal Course.—The object of this course is to train students to teach cooking and to prepare them for work as matrons. Two years.—Much practice in plain cooking; experiments showing underlying principles in cooking cereals, eggs, milk, meats, vegetables,

and flour mixtures; special study of starch, albumen, gelatine, yeast, baking powder, soda; planning of meals; preparation and serving of meals; table laying and waiting; observation and practical work in kitchens and dining-rooms of the school; canning of fruit; practice teaching; making out courses in cooking.

Sewing With a view to making the courses in sewing as practical as possible a study is made of the girls' clothing on the evenings preceding their work-days.

Junior Year.—Two periods a week to each class. The object of this work is to give each pupil a thorough knowledge of the stitches used in plain sewing—basting, running, overcasting, back-stitching, overhanding, hemming, felling, blind-stitching, cross-stitching. Each student makes for herself a book containing samples of the different kinds of work.

Middle Year.—Continuation of the work of the Junior year. Each student cuts and makes herself a full set of underclothing.

Senior Year.—The object of the Senior course in sewing is to enable each young woman graduating from Hampton to draft, cut and make her own dresses.

Drafting.—Drafting and cutting of skirts and waists.

Dressmaking.—Making models of dresses which afford practice in designing, putting together, and finishing, lined suits. Each girl makes a wash-dress for herself.

Weaving Old-fashioned hand looms are made in the Trade School and are used by the girls in making carpet-rugs, portières and lounge-covers. The students are taught to use native rather than aniline dyes.

Basketry A course is given in the making of baskets of raffia, rattan, cane and other materials. The students are encouraged to make their own designs and it is hoped to produce eventually a distinctive Hampton basket.





**Upholstering
and
Caning**

Lessons are given in mattress-making, the caning of chairs and other branches of upholstery, for the purpose of enabling the students to make or repair various articles of household furniture.

These include simple carpentry, glazing, white-washing, painting and papering. The object of this course is to make it possible for girls to do ordinary repairing; to keep their homes clean and attractive, and to develop what a New Englander would define as "gumption."

For Indian girls
Lace Making only.—A course in pillow-lace making is given to the Indian girls in order to furnish them with a productive industry that will be useful to them after their return to their homes.

For Indian girls
Indian Pottery only.—A course of instruction in the making of Cherokee pottery is given to the Indians by a Cherokee Indian graduate. It is hoped to gradually develop other courses in the native Indian industries.



Agriculture All the girls are given a three years' course in agriculture, which includes nature-study, gardening, dairying and animal industry. Hampton feels that the importance of agriculture for girls as well as for boys cannot be too strongly emphasized. A large part of the care of the dairy, the breeding of poultry, the raising of vegetables and small fruits, and the making of gardens should be the work of women.

NORMAL COURSE

TWO YEARS

The Normal Department offers the following two years' course of study to all persons who wish to fit themselves for more effective educational work. Regular students are required to hold the academic diploma of Hampton Institute or its equivalent. Special students may be admitted to any of the courses which they are fitted to enter.

General Courses

1. *Introduction to Education*.—This course deals with five primary elements in education.—

- a. Education as a science, based on the sciences of physiology, psychology, and sociology.
- b. The meaning of education—the significance of childhood in the development of the race.
- c. The aim of education—conscious adaptation to the physical, intellectual, social, moral, and religious environment of the race, with capacity to modify and serve it.
- d. Personality and environment in education.
- e. The factors in education—the family, the school, the vocation, the state, the church.

The work of the class consists of discussions, reports, and assigned reading.

2. *Psychology and General Method*.—The purpose of this course is to acquaint the teacher with the laws governing mental activity, its growth, and development. The relation between psychology and physiology is emphasized and constant application is made to the physical and intellectual development of children. Their moral and religious development is also studied. The teacher must know the native reactions—how the child-mind acts—before those reactions can be utilized in establishing the higher and acquired reactions. The child's sense of fear, love, curiosity, imitation, emulation, am-

bition, pugnacity, pride, ownership, constructiveness—all must be realized and utilized by the successful teacher. The work consists of studying the children in the Whittier public school and of statistical studies on data collected from a large number of schools.

James's Talks to Teachers on Psychology and McMurray's Method of the Recitation are made the basis of the course.

3. *History of Education*.—A study is made of the distinctive educational ideas and ideals held by different nations in different phases of civilization and at different periods of their history, with a view of tracing the development of Indian and Negro education. The work of General S. C. Armstrong and Booker T. Washington are studied and the Hampton School and Tuskegee are taken as types. The ideas and work of Pestalozzi are studied as perhaps bearing the closest relation to the ideas upon which Hampton is based. A course in Froebel is given. Booker T. Washington's Future of the American Negro is read and discussed.

4. *School Organization and Administration*.—This course is intended particularly to prepare students for administrative positions, such as those of superintendent and principal. It deals with the organization and administration of the public school system, the relation of the community to the school, the consolidation of schools in sparsely settled districts, the school as a social centre, politics and the school, cost of the public school system, the salaries of teachers, the offices of superintendent and principal, compulsory attendance, school government, hygiene, sanitation, and Virginia school law.

5. *Negro and Indian Society*.—A study of the social and economic principles which condition survival and progress in the Negro and Indian races. The desire for and the acquirement of wealth; individual ownership; industrial and frugal habits; good schools for an extended term; a practical religious life—all depend upon established laws, which the present civilization imposes upon the individual. The teacher must be the leader of social and economic movements, and the public must be the centre of popular educational activity.

The aim is to develop a public school course of study, giving special attention to the method of presentation.

Course in School Subjects

6. *Arithmetic*.—Methods involving the constructive activity of the child. The Speer number work is made the special feature of the course during the present year.

7. *English*.—Training in clear and correct expression. Masterpieces in English studied, and written papers required on subjects suggested in other courses. Class discussions on important questions of the day to develop clear and vigorous thought. Special study given to errors peculiar to Negro and Indian children.

9. *Literature and History*.—Children's literature—fables, fairy-tales, myths, biography, and Scripture, together with their use in the several grades.

10. *Geography*.—Field excursions, local geography, sand-table representations, modeling, maps, the use of pictures, the calendar, the study of types.

11. *Nature-Study*.—Types of plants and animal life, beneficial and injurious insects, gardening, physics, and their application to public school work.

11. *Physiology and Hygiene*.—Lessons in physiology that have a practical bearing on daily life. The students make a special study of the physical development of their people and lessons are given in the prevention and care of the common diseases—consumption and children's diseases particularly. The sanitary care of the home and school is studied, and under the instruction of the school physician there is a course in the care of the sick-room and the small attentions necessary to an invalid, and the use of domestic remedies and disinfectants. Lessons in emergencies are given, the students learning the safe remedies to be used immediately, how to make and apply bandages, adjust splints, make tourniquets and perform artificial respiration.

12. *Manual Training*.—The aim is to develop a course of manual training conforming to the child's interests, which will stimulate the habit of work and which can easily be adopted in any public school with the use of simple tools.

13. *Form and Color*.—The presentation of nature through the medium of pen, pencil, brush, and clay, with particular application to the regular school subjects.

14. *Domestic Science*.—The keeping of a home, with special training in sewing and cooking.

15. *Physical Training*.—School-room gymnastics, their influence in developing attention and obedience. Their physical effects, and their use in the cultivation of the spirit of play.

16. *Music*.—Sight reading, embracing difficulties of tune and time with reference to class-room presentation. Transposition and composition of elementary exercises.

Library Methods

Our students appreciate the uplifting influence of the school library and are looking forward to the development and use of small school and public libraries in their respective communities. It is the purpose of this course to aid them in this work. The course, as given this year, consists of lectures, discussions and practice work, dealing with the selecting and buying of books, preparing them for the shelf, and circulation and reference work.

Special Courses

In addition to the general course outlined above, the Normal Department offers special two-year courses for the preparation of teachers of cooking, or dress-making, and leading to the special Normal diplomas in these subjects. The students entering these courses are required to take the general courses in psychology and education, and are afforded the same opportunities as other students for observation and practice teaching in their respective subjects.

The subject matter and technical part of these courses are as follows:—

Cooking.—The object of this course is to train students to teach cooking and to prepare them for work as matrons.

Two years.—Much practice in plain cooking; experiments showing underlying principles in cooking cereals, eggs, milk, meats, vegetables and flour mixtures; special study of starch, albumen, gelatine, yeast, baking powder, soda; planning of meals; preparation and serving of meals; table laying and waiting; observation and practical work in kitchens and dining-rooms of the school; canning of fruit; practice teaching; making out courses in cooking.

Chemistry.—Preparation and properties of elements and simple compounds. Acids, bases and salts. Testing of baking soda, cream of tartar, baking powder, blueing, etc. Properties of cellulose, starches and sugars. Solvents. Saponification. Analysis of milk, eggs, meat, etc, illustrating proportional amounts of moisture, fat, protein and ash. Chemistry of common household materials and operations.

Sewing in all its branches.

Dress-making.—Including drafting, cutting, fitting and finishing skirts, waists, princess dresses, and coats, with practical work in making different styles of dresses. The study of textiles.

Drawing.—Proportion, form and color. Color harmonies in draperies.

Physical culture.

Observation and Practice The Whittier public school, standing on the Institute grounds, is a teacher's laboratory. Its four hundred pupils, beginning with the kindergarten, represent all types to be found in any public school.

Its course of study and methods are under the supervision of the Normal Department. Sewing, cooking, gardening, manual training and gymnastics can thus be carried on in their proper relations to the other school subjects and by methods feasible in any school, while they are at the same time under the direction of the skilled, special teachers employed by the Institute. Actual teaching in the several grades, under careful supervision, enables every student to establish and maintain similar work in his own community.



Saluting the Flag

WHITTIER SCHOOL COURSE OF STUDY

Reading *First Grade.*—Through skillful questioning, the children are led to give sentences concerning their work in nature and literature. These sentences, written upon the blackboard, serve as their first reading lessons, and are expanded and hektographed or printed for permanent read-

Stories of race types from Seven Little Sisters and Each and All. Uncle Remus Stories.

Review of Bible stories already learned, and also:—The Story of Joseph, The Bondage in Egypt, The Release of the Israelities, The Story of Moses, The Ten Commandments, Elijah and the Ravens, The Fiery Furnace, Daniel, John the Baptist.

Third Grade.—Selected poems from Whittier's Child Life, committed to memory. The Story of Ulysses, The Story of Robinson Crusoe, The Jungle Book.

Historical stories in connection with the geography; for instance, the story of Pompeii in connection with volcanoes, and the story of Magellan in connection with the ocean.

Bible Stories.—The Miracles of Christ:—Feeding the Five Thousand, Walking on the Sea, Stilling the Storm, Healing the Sick, the Lame, the Blind, Healing the Lepers, Raising the Widow's Son, Raising Lazarus.

Fourth Grade.—Selected poems by Longfellow and Whittier committed to memory.

Stories of pioneers, traders, discoverers, and explorers. Stories from Virginia history. Platt's American History Stories and Eggleston's Stories of Great Americans for Little Americans.

Bible Stories.—Christ's Parables:—The Lost Sheep, The Pounds, The Talents, The Tares, The Rich Man and Lazarus, The Pharisee and the Publican, The Goodly Pearl, The Prodigal Son, The Great Supper, The Wicked Husbandmen.

Fifth Grade.—At least one poem each month, and the Sermon on the Mount committed to memory.

Hawthorne's Wonder Book, Stories of Virginia History, Livingstone and Stanley in Africa.

A simple study of the organization of state and national governments.

In all grades, days important in the history of the nation or of the school are celebrated.—Thanksgiving, Christmas, Founder's Day, the birthdays of Lincoln, Washington, Whittier, etc.

A special effort is made to arouse race pride in the children through the stories of such men and women as Toussaint l'Ouverture, Crispus Attucks, Frederick Douglass, Booker T. Washington, Paul Dunbar, Charles Chesnutt, Phyllis Wheatley, Edwina Kruse, and other Negroes of note.

Geography

The work in geography as a separate study begins with the second grade, corresponding generally to third and fourth school years of our pupils, and

takes its immediate departure from the school garden. The work is necessarily very simple and is peculiarly dependent upon pictures in the fourth year. Sketching and sand-board moulding are also constantly employed as helps.

Tarr and McMurry's geographies are the teacher's chief source of material and are placed in the hands of the pupils in the last grade.

Second Grade.—I. Third School Year.

1. Simple lessons on position, distance and direction. Cardinal and semi-cardinal points.

2. The atmosphere—water in the air, evaporation, and condensation. Lessons on dew, frost, mist, rain, hail and snow at appropriate seasons.

3. Study of soils in school garden, on sand beach, in wood lot. Composition, fertility and formation. Action of air and water in erosion, transportation and deposition.

4. Local surface features. Dry and wet land. Relation to plant and animal life, health, etc.

5. Hampton Creek and Hampton Roads, studied from points of view of beauty, shore forms, action on beach, plant and animal life, health, etc.

6. Local industries and local means of transportation.

II. Fourth School Year.

Detailed study of forms of land and water.

1. Running stream—bed, channel, banks, mouth, source, rapids, falls, eddies, etc. Stream as source of power, agents in so transference, home of plants and animals. Beauty of stream and adjacent country.

2. Physical features adjoining stream—flood-plain, hills, valleys, relief, slopes, divides, etc.

3. River, river system, and basin.

4. Mountain and mountain system.

5. Ponds, lakes and the ocean. Shore lines and modification by water action. Headland, cape, bay, peninsula, isthmus, island, strait, etc.

6. Relation of physical features to industrial, commercial and social life.

Third Grade.—I. Fifth School Year.

1. Industry and commerce. Oystering or fishing. Corn, cotton, or dairy farming. Normal School industries. Lumbering Coal mining. Trading and transportation.

2. The earth as a whole. Form and size. Daily motion—axis, poles, equator, day and night, tides. Yearly motion—zones and heat belts, seasons, etc. Continents and oceans. Air and water currents.

Fourth Grade.—II. Sixth School Year,

Study of North America.—Coast features, surface and drainage, climate, products and industries. Chief cities and commerce. Canada, United States, and Mexico. Brief study of South America by comparison.

Fifth Grade (Seventh School Year.)

Study of the United States.—Surface features, climate, industrial sections and their characteristic products. Commerce—great seaports, exports, imports, transportation. Study of some of the following important cities:—New York, Chicago, Minneapolis, New Orleans, San Francisco.

Brief comparative study of Europe, Asia and Africa.

First Grade.—Children use number in connection with objects, learning to count as far as their other work affords them the opportunity. Measures are used freely—pint, quart, gallon; pint, quart, peck; inch, foot, yard; cent, nickel, dime. Fractional parts, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, of numbers from 1 to 12. Children deposit savings in Penny Provident Fund and care for their bank-books.

Arithmetic

The Speer Primary Arithmetic, in the hands of the teacher.

Second Grade.—Use of measures continued. Fractional parts $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$, of numbers from 1 to 50. Oral work in the four rules and much drill in the combinations of numbers to 50.

Savings deposited in the Penny Provident Fund and bank-books cared for.

The Speer Primary Arithmetic in the hands of the teacher.

Third Grade.—Combinations of the multiplication table developed through the construction of diagrams. Fractional parts as in the previous grade, with the addition of $\frac{1}{5}$, $\frac{1}{9}$, $\frac{1}{10}$, $\frac{1}{12}$. Teach and associate with the corresponding fractions, 100 per cent., 25 per cent., 50 per cent., 75 per cent., $33\frac{1}{3}$ per cent.

Much oral drill in rapid addition and multiplication, in fractions and in percentage.

Easy written work in the four rules. Care of bank-books continued. The Speer Elementary Arithmetic in the hands of the teacher.

Fourth Grade.—Addition of fractions whose common denominator can be found by inspection. Percentage as in third grade with the addition of 10 per cent., $12\frac{1}{2}$ per cent., $16\frac{2}{3}$ per cent., and their multiples.

Easy examples in simple interest with application to their own savings in the Penny Provident Fund, and transference to savings banks. Much drill in the four rules and long division. The Speer Elementary Arithmetic in the hands of the teacher.

Fifth Grade.—Much oral work in the four rules, in fractions, and in percentage.

Work in simple interest continued. Bills and accounts.

Giffin's Supplementary Arithmetic, Part II, and Prince's Arithmetic, No. 5, in the hands of the pupils.

Language The language work aims to give freedom and correctness in oral and written expression of the thought of the child. The material for this work is obtained chiefly from the other subjects in the curriculum, especially from nature-study, literature, biography, history and geography, and from the daily morning talks on current events and other interesting topics. In all the grades above the first, at least one period a day is devoted to language lessons. Daily criticism of the work produced by the pupils is an important feature, and so far as possible, the correct forms are impressed without calling attention to those that are incorrect. Lessons in formal language study are given whenever necessary for the explanation of definite points in construction or idiom.

First Grade.—Building and writing new words in reading lessons. Development of words and their proper use in sentences, both oral and written. Simple sentences from lessons on plant life, lessons suggested by the seasons with their attendant phenomena, and lessons on the human body. Simple stories about interesting pictures. Reproduction of stories told by the teacher. Memorizing of poems.

The songs of the day should, so far as possible, be in harmony with the thought of the reading and language lessons.

Constructive Work.—Statements and questions with period and question mark. Use of capitals at beginning of sentences, in



A Primary Class in Linear Measure

proper names, pronoun I, and in poetry. Agreement of subject and predicate. Use of *a* and *an*. Correct use of *Mr*, *Miss*, and *Mrs*.

Second Grade.—All the work of the first grade continued. Dictation lessons. Short letters. Careful attention is given to the pronunciation of words and to the use of the forms of inflected words employed by the children. Whenever possible, the written work is used as material in the reading exercises.

Constructive Work.—Use of correct pronoun forms. Formation of regular plurals. Possessive singular and plural forms. Correct use of prepositions. Correct use of *may* and *can*, *was* and *were*, *saw* and *have seen*, *did* and *done*. Use of comma, exclamation point, and quotation marks in sentences given by the children. Use of abbreviations *Dr.*, *Rev.*, *St.*, *Ave.*, *Va.*, *A. M.*, *P. M.*, together with names of months and initials of given names.

Third Grade.—Work of previous grades continued. Daily oral reproduction of stories told by the teacher or read by the pupils, and written reproduction at least once a week. Combination of simple statements into compound ones by the use of simple connectives and pronouns. More time given to dictation and letter writing. Simple description of pictures. Discussion and re-

production of work in nature study, geography and physiology. Not less than two poems are memorized each week.

Constructive Work.—Irregular plural forms. Common abbreviations and contractions. Punctuation and capitalization continued. Proper use of adjectives and adverbs. Correct use of relative pronouns in combining single sentences into complex and compound sentences.



A Whittier Cooking Lesson

Fourth Grade.—Work of previous grade continued. Reproduction of stories from literature, history and biography. Description of pictures. Imaginary journeys. Discussion of topics in nature study, geography, physiology, manual training, etc. Dictation and letter writing. Memorizing of poetry and prose composition.

Constructive Work.—Correct use of relative, demonstrative and distributive pronouns. Use of comparative and superlative degrees of adjectives and adverbs. Discriminate use of homonyms.

Fifth Grade.—In this grade freedom of expression is still the chief aim. The pupils combine still further their independent statements into compound and complex sentences, thus expressing their thought in connected discourse. Paragraphing is a prominent feature. Much writing is given upon topics as follows:—

Stories from literature, history and biography. Discussions on topics in geography, physiology, nature study, and the various forms of manual training. Business and social letters. Imaginary

journeys. Description of interesting objects, scenes and pictures. Description and narration of events in current history.

To the girls in grades IV and V is given a two years' course in cooking and care of the kitchen, which aims to find its practical application in the children's homes. It is also intended to develop habits of accuracy, neatness and wholesome responsibility.

Cooking

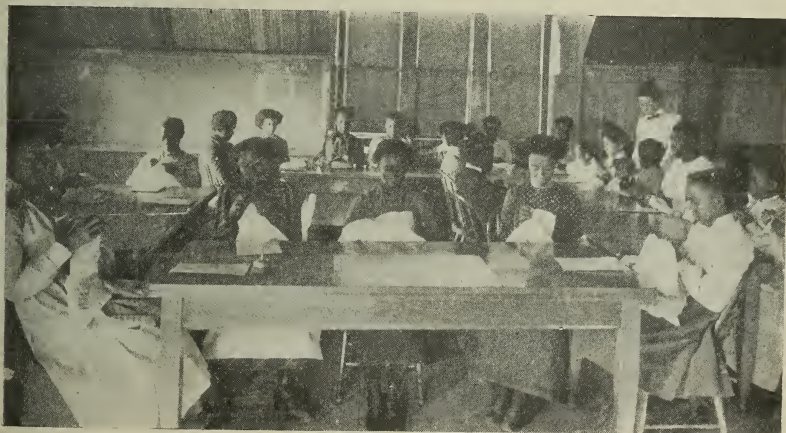
The work comprehends the cooking of meats, vegetables, cereals, eggs, warmed-over dishes, tea, coffee, raised bread and hot breads. Instruction is also given in table laying and waiting, and in table manners.

The method is that of individual work, and the pupils improvise and use such utensils as they can hope to have in their own homes.

The instruction given in sewing aims : to teach the child how to use his hands and fingers intelligently and skillfully in plying the needle ; to train the eye to quick and accurate perception; to train the child to correct expression by requiring oral description of work done; to train the

Sewing

the eye to quick and accurate perception ; to train the child to correct expression by requiring oral description of work done; to train the will, taste and judgment, so that neatness, perseverance, patience, promptness, thoroughness and economy of material become second nature.



A Sewing Class at the Whittier School

the eye to quick and accurate perception ; to train the child to correct expression by requiring oral description of work done; to train the will, taste and judgment, so that neatness, perseverance, patience, promptness, thoroughness and economy of material become second nature.

Boys, as well as girls, sew in the lower classes.

In the lower grades, coarse materials are used, such as card-

board, burlap, raffia, worsted in the spool-knitting and weaving, and cord in the string work.

The lessons are arranged progressively beginning with the following:—Correct position of the body, finger drills, use of needle, thimble and scissors. In the advanced grades are taught basting running, over-casting, stitching on muslin, overhanding, hemming, gathering, felling, patching, stocking and cashmere darning, button-hole making, and the sewing on of buttons, hooks and eyes, and tapes.

The children make small pillow cases, sheets, aprons and dress-skirts, and draft and make small under-garments.

In the highest grades shirt-waists are made by allowing the children to use the sewing machine and encouraging them to do much of their work at home.

An important feature of the work is the making of articles needed in the senior class-rooms.

Manual Training *First Grade.*—Stories, such as Hiawatha and the Mother Goose Rhymes, illustrated by the use of clay, pencil, scissors and color. Constructive work in paper, envelopes, and boxes for seeds. Knife-work in thin wood—labels, fences, dibbers, etc. for the garden.

Second Grade.—Clay modeling of fruit and vegetable forms. Paper constructive work, envelopes, etc, and articles of furniture for a doll's house. Knife work—boxes, tables, chairs, bedsteads, etc. for a doll's house

Third Grade.—Knife work in thicker wood. Use of simple bench tools in the manual-training room during the second half of the year. School and garden apparatus.

Fourth Grade. Elementary bench work, including a modified course of sloyd. Repairing class-room furniture, making a miniature house for the lower grades.

Fifth Grade.—Advanced bench work, including a modified course of sloyd. Class-room repairs, laboratory apparatus, etc.

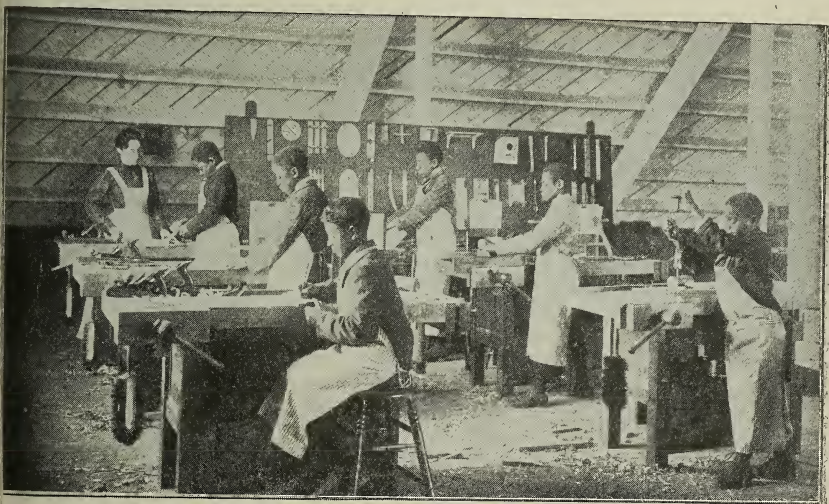
Music The children of the colored race have so decided a fondness for music that the work done in this department is looked upon by them as recreation rather than labor.

The sweetness and beauty of their voices, whether heard in the pathetic strains of one of their beautiful plantation melodies or in the stirring music of some school song, are acknowledged by all

who listen to them; consequently they lend themselves easily to instruction.

Music is a refining and uplifting element in any life, and the music of the schoolroom should influence the home and make its power felt there. Such is the case with the music of the Whittier, as the children teach their parents and younger brothers and sisters the carols learned by them at Christmas and Easter as well as the other music which they learn at school. Proof of this is given in the following incident. At Christmas a Negro workman on the road was heard whistling a Christmas carol which he could have learned only from one of the Whittier children.

The children of the upper grades are given printed leaflets which they carry home, where they are faithfully used for practice, not only by themselves but by their parents as well.



Primary Class in Sloyd

The Holt system of sight reading is used, and the chart and readers of that system form the basis of instruction.

In the lower grades a great deal of time is spent in dealing with tones as mental objects before musical notation is used. In these grades the constant use of rote songs serves to vary the work.

After the children become better acquainted with the relative pitch of tones, they are given easy reading in different keys from the chart and blackboard. Then follows the more advanced work in the upper grades in extended sight reading and part singing—

two and three part songs and exercises being read with ease and accuracy in these grades. Practice is given in writing the major scale in various positions.

Periods for practice are given every day in preparation for the weekly lesson by the instructor of music.

Drawing Brush work. Elementary color. English work, illustrated with imaginative drawings. Color work in connection with nature study.

Gymnastics The Swedish system is used with daily instruction throughout the year. Each day's work consists of a day's order, comprising movements which affect all parts of the body--the object being to secure the best physical development and muscular co-ordination, and to overcome faulty positions assumed in standing, sitting and walking.

Gymnastic games, wherein the purpose is to gain physical and mental control, quickness, and alertness, are also used.

During the winter months the gymnastic drills are given in the large central hall, and in warm weather the work is done out of doors.

Nature Study The nature study centers largely in the school garden and is based on the work done there. The object of the nature work is to arouse an interest in plants and animals, and to teach facts and principles which will be useful on the farm, and in the home garden. The outline of the lesson is, briefly, as follows:—

Elementary Lessons in Plant Life.—Important parts of plants and the use of these parts to man. How they grow and what they do for the plant. Germination. How to help the plant do its work.

Elementary Lessons with Soils.—What the soil does for the plant. Sand, clay, humus. How the soils are made. Work of the sun, water, air, ice, plants and animals in making soil. Relation of the soil to water, air, heat and plant food.

Elementary Lessons with Insects.—Common insects found in the garden. Their habits, how they run about, how they eat, their general structure. How to check the evils of injurious insects.

School Garden The garden is in three sections. Section one is a small part designed for simple lessons in ornamental planting. Section 2 is laid out in beds ranging in size from 4 by 6 to 11 by 15 feet, on which are grown vegetables, flowers and fruits. Section 3 is used for practice with the larger

farm tools, such as the plow, harrow, cultivator, etc. and is planted with farm crops. The whole area covers a little less than two acres.

Some of the lessons taught are as follows :—How to use the spade, hoe, rake, dibber and the larger tools. How to prepare the soil for planting. How to plant seeds. How to transplant. How to care for the garden after it is planted. How to care for the farm crops. How to propagate and care for the small fruits.

Excursions are made to an adjoining hundred-acre farm for observation.

Parallel with the work with tools are given lessons with plants, soils and insects.



A Class in the Whittier Garden

The underlying thought of the year's work is the special demand and interdependence of the seasons.

**Kindergarten
Course**

Fall.—General subject: Preparation for winter.

Special subject: Work time contrasted with rest time.

1. The preparation of trees, flowers, birds, crabs and fish for the winter rest time.—The changing appearances are illustrated by paper cutting and painting. Garden seeds are planted in window-boxes, and the sand-table expresses daily the child's idea of river, valley, hill, and the general outline of the surrounding country.

2. Preparation for winter on the farm.—The farmer's fall work is symbolized by the making of barns, bins, horse troughs, carts, etc. The vegetables and fruit he gathers are modeled in clay.

3. Preparation for winter and rest in the home.—Monday (wash day) is symbolized by the washing and ironing of the dolls'

clothes. Through the paper cutting and clay modeling, furniture for the dolls' house is provided, such as stoves, tables, benches and cupboards. Nailing is introduced in making the dolls' chairs and bedsteads from prepared wood. The cheese-cloth mattresses are sewed with a free running stitch and filled with hay|previously gath-
ed and dried. Warm garments are made for the dolls, blankets for their beds, and warm rugs of braided woolen strips for dolls' house. The preserving of fruit in vaseline jars symbolizes the canning season.

Preparation for the winter rest time culminates in a Thanksgiving party. The spirit of thankfulness finds expression in the Christmas work for others.

Winter.—General subject: Protection.

Special subjects: Personal, family and state protection.

1. The shoemaker is the symbol of personal protection. The children visit the shoemaker's shop and watch him make shoes; then they sole a child's shoe, and make the bench and tools in clay and paper. The shoes of this and other nations are drawn and modeled in clay.

2. The carpenter is the symbol of family protection. The dolls' house is shingled, ladders and work benches made, and bricks modeled. Houses of different dimensions are built which develop the contrasting ideas, high and low, wide and narrow, large and small.

3. Soldiers and knights are symbols of state protection. Bugles and drums are modeled in clay, high walls and castles built, flags painted, tents cut from paper, and soldier caps folded.

Spring.—General subject: Awakening life.

Special subjects: Wind and sun.

1. Weather vanes are cut from cardboard for the church steeples already built. The making of paper boats, the folding and flying of paper pin-wheels, and flying kites are important activities in the free work of springtime.

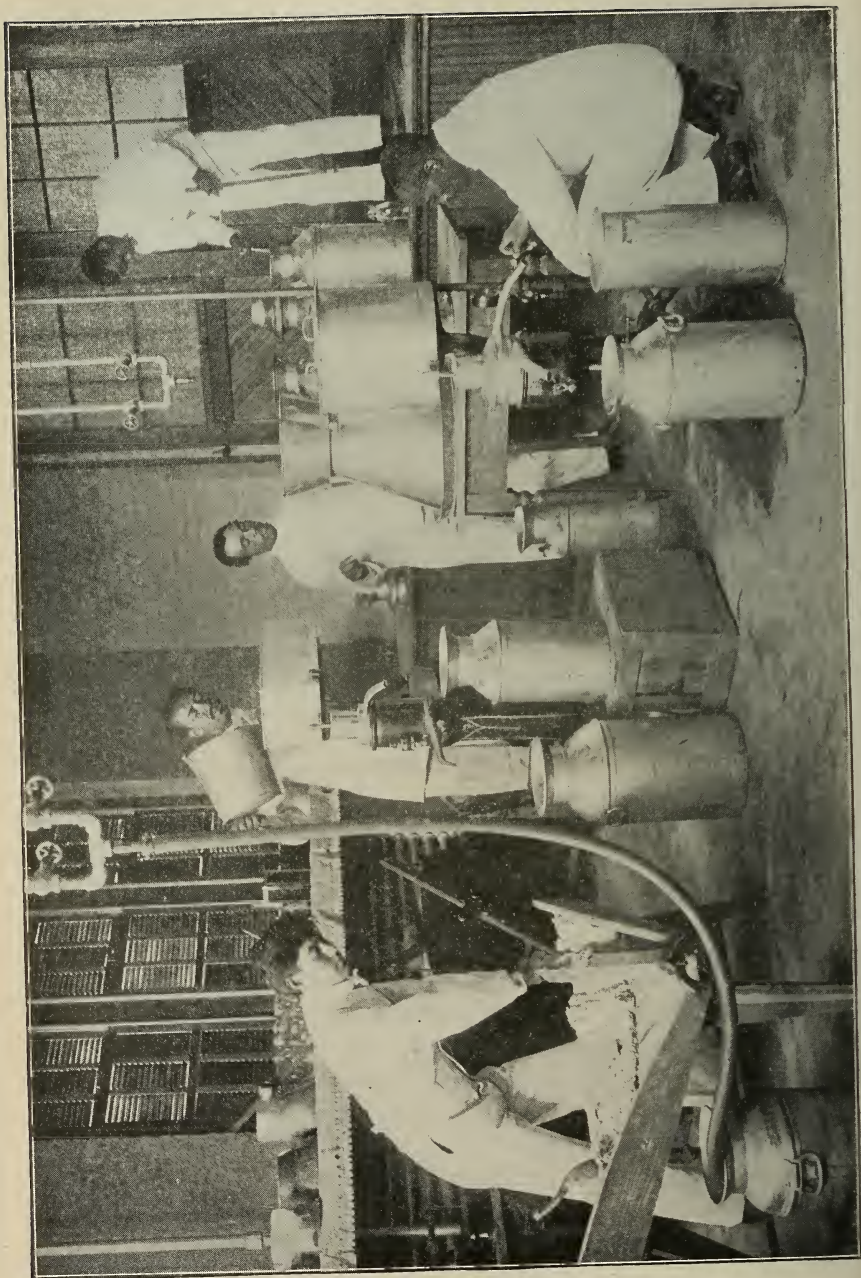
2. Birds and flowers. The appearance of the pussy willow is the first sign of wakening life. Bird houses are made for the trees near by, eggs are modeled, birds and crocuses painted, and scrap-books of spring pictures made. The hen with her family of chicks is provided with a coop and chicken yard. Baskets are woven for the Easter eggs. The work culminates in appropriate Easter exercises.



Domestic Work in the Kindergarten

3. Gardening.—Plants, flowers and berries are set out, and seeds planted. Simple wheelbarrows, and small tools of tin and wood are made with which to carry on the daily garden work. Stories of walks on the farm are expressed through drawings.

Illustrative songs and stories, small house-keeping duties, rhythmic and carefully selected traditional games, ladder jumping, bean bags and seesaw are brought into the daily program.



Making Butter

SPECIAL AGRICULTURE COURSE

Requirements for admission same as for other graduate courses.
(See page 19.)

This course covers a period of three years and is intended for students who wish to fit themselves to be agricultural teachers and superintendents.

The course is as follows :—

Chemistry Theoretical chemistry of the non-metallic and metallic elements.

Chemistry of soil, plants, animals, manures and fertilizers.

Laboratory work on the preparation and properties of the non-metals, qualitative separation of the metals, and quantitative tests of simple minerals, salts, dairy products and fertilizers.

Plant Structure.—Determination of species.

Plant Life *Plant Physiology.*—Functions of principal parts of plants. Conditions necessary for the performance of these functions.

Plant Composition.

Plant Environment.—Relation of heat, light, moisture, air, soil and plant food to plant growth.

Plant Propagation.—By seeds and buds.

Insect Life *Insects injurious and insects beneficial to farm life.*—Structure. Habits. Means of checking work of injurious insects.

Soils *Relation of soil to plants.*

Physical Properties of Soils.—Weight, color, texture. Relation of soil to heat, air and moisture.

Classification.

Origin and Formation.—Agent active in making soils.

Chemical Properties.—Plant food in soils.

Biological Properties.

Tillage.—Soil conditions necessary for germination and soil development. How to bring about and maintain these conditions.

Tillage implements and their uses.

Effect of tillage	{	on soil moisture.
		on plant food in soil.
		on soil ventilation.
		on soil temperature.

**Manures
and
Manuring**

Functions of Manures.

Farm Manures.—Green manures, barn manures, composts.

Commercial Fertilizers.—Nitrogenous, phosphoric, potassic. Other amendments, their properties, sources, uses, preparation, care, application and effects.



A Class Studying Roots

Crops

Farm.

Garden and Truck Crops.

Fruit Crops.

Ornamental Plants.

Classification, structure, composition, physiology, varieties, culture, harvesting, preservation, uses, preparation for use, insects and diseases, production, marketing, history.

Rotation of Crops.—Its effects on the conditions necessary for plant growth as compared with the effects of the one-crop system.

**Animal
Industry**

Care, management, and breeds of horses, cattle, swine, poultry and sheep.

Composition of feeding stuffs. Principles of stock feeding. Principles of stock breeding. Diseases of live-stock.

Dairying.—Dairy Stock. Breeding, care, management. Dairy Bacteriology.



Cattle at Hemenway Farm

Milk.—Composition, aeration, sterilization, pasteurization, testing, creaming.

Butter.—Ripening the cream, testing its acidity, churning, working, packing and marketing.

Cheese making.

Dairy Utensils.—Separator, churn, butter workers, cream, vats, milk testers, etc.

Selecting and Laying out the Farm.—

Buildings.

Water systems.

Drains.

Sewage systems.

Roads.

Farm machines.

**Farm
Engineering**



Deep Ploughing

Rural Economy *History of Agriculture.*
 Farm Management.
 Capital.
 Labor.
 Production
 Marketing.
 Records and Accounts.

BUSINESS COURSE

Bookkeeping *Single Entry.*—Study of debits and credits. Study and practice in keeping Day Book, Cash Book and Ledger, including study of entries and posting Balancing and closing of accounts. Trial Balance—how taken and what is shown by it. How to ascertain gain or loss in single entry credit. Study of differences between single and double entry; the advantage of the latter. Study of the meaning and significance of the various accounts and classes of accounts—capital, capital stock or proprietor's account, expense, labor, freight, discount, merchandise, bills (or notes) receivable, bills (or notes) payable, personal accounts, profit and loss.

Analysis of Journal, Day Book, Cash Book, etc. Opening and closing sets of books. Practice in making entries and posting, which includes the keeping of several complete sets of books (in theory) from the simplest to the more intricate. Trial Balance—how taken, what facts are shown, analysis of Balance Sheet, showing financial standing—how made, net worth or insolvency, relation of resources and liabilities to profit and loss. Introduction and study of modern features and processes of accounting—column journals, column cash books, invoice books, sales books, bill books, and various other supplementary or auxiliary books used by modern business houses.

The course in bookkeeping to be supplemented by daily practice in actual office routine in the various shops and offices of the school.

Forms in use in the various kinds of business letters. Critical study of business papers.

Commercial Correspondence and Penmanship Theoretical work to be supplemented from time to time in writing actual business letters for the school and school officers—from dictation, as well as original composition from given facts. Practice in copying letters on letter press and study of importance of preserving copies of letters. Study of various methods of filing letters and papers.

Commercial Law and Business Papers *Contracts*.—Construction, arrangement, essential elements of, general law bearing on them, persons competent to make them, etc.

Partnership.—Advantages and disadvantages of, rights, duties, liabilities, dissolution.

Corporations.—Advantages, formation, power, directors, stockholders, laws governing them, various kinds.

Agency.—How created. Principal—his duties, rights, and liabilities. Agent—his duties, rights, and liabilities.

Negotiable Paper.—Notes, money, drafts, checks, laws, and customs regulating same, endorsements, form of paper, essential requisites, protest, duties of holder under various circumstances.

Legal Papers.—Deeds of Trust, Mortgages, Insurance Policies, Wills. General outline of requirements in drawing and warnings about making papers, etc. General talks concerning these and other business and legal papers.

DEPARTMENTS OF INDUSTRIAL TRAINING

AGRICULTURE

Method of Instruction Instruction in agriculture is given by means of text-books, lectures, and practice work; class-room work is illustrated by means of specimens, models, charts, photographs, etc. As far as possible, each student is required to put in practice the principles taught in the class-room.

Students taking agriculture will be required to put a certain number of hours each week into recitation, study, drawing and practice work.

Work Practice will be an important and prominent feature of the course, and for pure practice the student will receive no wages. After meeting the requirements as to recitation, drawing, practice, etc., the student will be given an opportunity to do necessary work in the department, and will be paid therefor according to his ability and the actual time spent in doing the work, being thus enabled to earn something toward paying for board and incidental expenses. Tuition will be free.

Equipment Twenty acres of land have been devoted especially to practice work. Four acres of this have been laid out as a small model farm. Ten acres have been planted with small orchard fruits and the remainder is used for experiment and illustration in the growing of farm, truck and garden crops.

In the new Domestic Science Building, the department of agriculture has six large rooms, a museum and lecture room, a laboratory for chemistry and physics, a laboratory for botany, horticulture, and entomology, a farm laboratory, a dairy, and a farm-engineering room. The department has also two greenhouses.

Aside from these the Institute has two large farms, which together cover about seven hundred acres, equipped with buildings for dairy stock, horses, hogs and poultry.

For details of Special Agriculture Course, see page 65.

ELEMENTARY AGRICULTURE

This course is required of all students who take the academic course. The details of the course will be found on pages 25-37.

For the benefit of those who are unable to spare the time for the three years' course in agriculture a number of shorter courses in agriculture and dairying have been arranged.

For summer course in agriculture, see Summer Institute course of study.



The Barn Belonging to the Model Farm

TRADE COURSES

ARMSTRONG AND SLATER MEMORIAL TRADE SCHOOL

**Courses
Offered**

The Trade School offers courses in the following departments.—Carpentry. Painting. Wheelwrighting. Blacksmithing. Machine work. Tailoring. Bricklaying. Plastering. Shoemaking. Harness-making. Steam Engineering. Tinsmithing.

The advantage of entering the Trade School is that one can take up a trade by logical and systematic steps from beginning to end. Each department is free to teach fundamental principles, by the careful application of which to commercial work, and by constant drill in the use of tools, it is believed the student has a far better chance of well-rounded training than under the apprenticeship system.

In addition to the above there is large opportunity for experience in the various productive industries on the school grounds. These industries are directly under the control of the Institute and are open to the Trade School students, who are expected, as a part of their respective courses, to spend in them a portion of their time. The Trade School, through the munificence of its friends, has one of the best equipments of tools and appliances to be found in the country, and tries to carry out Hampton's underlying thought of providing such an education as will be a help not only to the individual, but through him to his race.

Requirements Every Trade School student is required to devote nine hours a day to his trade and two hours to recitations in the night school. He is subject in every way to the general rules governing the Institute, as found in another part of this catalogue.

Admission Applicants for admission to the Trade School must be not less than sixteen years of age and able to pass the entrance examinations to the Academic Department. (See page 18.) Other terms of admission will be found on page 19.

Length of Course Each Trade School course is three years, a portion of which may be spent in some of the outside industries. The following lines are taken up:—1st. Actual work at the bench; 2nd, Instruction in the kinds, grades and prices of materials used; 3rd Mechanical drawing

which, as far as possible, bears on each trade; 4th, Drill in competitive labor.

The academic or night-school work consists of drill in arithmetic, language, science, geography, history, penmanship, etc.

A certificate will be given to every student who sat-

Certificate isfactorily completes the required amount of work in any of the Trade School courses. It is distinctly understood, however, that the certificate will be given for attainment in skill rather than for length of service.



Carpenters at Work on a Stairway

COURSE OF INSTRUCTION

Carpentry Each carpentry student has a bench containing a very complete kit of tools, the use and care of which he is carefully taught by exercises in planing, nailing, boring, sawing, glueing, making joints, etc. When a certain proficiency is reached, a house or barn is erected either inside or outside the Trade School, and each boy has an opportunity to apply what he has learned to actual house construction in such exer-

cises as:—Laying off foundations, including running lines, setting batters, leveling and squaring. Laying off, framing, and putting into place the framework of a house; as sills, studding, floor joints, plates and rafters, including hip, valley and jack rafters. Closing in and exterior work; as sheathing, shingling, weather boarding, putting on cornice, making and setting door and window-frames, scroll and ornamental work, porch and piazza work, and step building. Interior work; as laying floor, casing openings, making and hanging sashes, blinds, and doors, wainscoting, mantle work, stair work, including newels, rails, and balusters; laying out and constructing stairway. Miscellaneous work; as fence building, truss construction, etc.

All exercises are worked from drawings.

Lectures with incidental study will be given on topics connected with the trade; as foundations, chimneys, trusses, mouldings, hardware, painting, and glazing, wood and other materials.

An excellent opportunity is afforded to study the manufacture of lumber from the log to finish, as the Institute owns and operates a large saw and planing mill with dry kilns and the various machines for the manufacture of building lumber.

The room in which painting is taught is fitted up with twelve booths, each one of which represents a good-sized room. One side of each room is made up like the outside finish of a house, so that in every booth there is a chance to learn something of inside and outside painting, and of kalsomining. On the walls of the main room is ample space for brick penciling, stenciling, and other forms of decoration.

Outside Work.—

The members of the Trade School paint class are allowed to supplement their training by work in the Institute paint shop which is in another part of the grounds. From this shop they are sent out as regular painters to the various buildings, some sixty in all, that belong to the Institute, a plan which provides as good an opportunity of applying the trade as could well be found. Enough will be given in this course to enable the student to become an intelligent painter of houses; and instruction will be given, besides, to a limited extent, in graining, hard-wood finishing, kalsomining and frescoing.

The theory of paints, their manufacture and adulteration, and lessons on the mixture and harmony of colors will be given as time may permit.

Carriage Painting may be taken if desired.

**Bricklaying
and
Plastering**

In this as in the carpentry and painting courses, the greatest stress will be laid on plain house work, including foundations, walls, arches and chimneys.

The course of instruction is as follows.—

Bricklaying.—Proper use of the ordinary bricklayer's tools; making mortar beds and boards, building scaffolds, screening sand, slacking lime, use of coloring material, selecting



Class in Bricklaying

brick, choice of lime and sand, spreading mortar, use of cement, cleaning brick; brick pavement, laying foundations with footings, using bond rod, English and Flemish; use of stretcher, headers halfheaders, rowlocks, and ties; laying piers, setting window and door frames; laying pressed-brick front, trimming joints with pointing trowel and straight edge; laying off and building arches, square, banded, gothic, circular, and inverted; building chimneys and stacks, square, round, and octagon; ornamental work, terra-cotta and tile work; laying drain pipes, culverts, wells, and cisterns; cleaning walls with acid; setting bake oven and boiler; fireplace work, and arched roof work, barrel and dome.

Plastering.—Making mortar and putty, use of hair; lathing; plastering walls and ceilings; plastering to grounds and to finish; sand finish; stucco work; and running cornice.

Lectures will include the general subjects relating to building as in the carpentry course, and other topics especially connected with bricklaying and plastering.

This course is arranged to combine a knowledge of **House Building** carpentry, bricklaying, plastering, painting, metal-roofing, and gutter work; and the course of instruction will be abridged from the respective departments in which the student is employed. This department is designed for young men who may wish to settle in small communities where a knowledge of several different trades will be of benefit, or for those who wish to become contractors and who desire a general knowledge of the whole building trade.

This course is intended to fit one to be able to handle the work that is found in the ordinary country **Wheelwright-** or city shop, after taking which the student is expected to be able to build a farm wagon or a plain carriage from beginning to end.

An opportunity is given for a partial course in blacksmithing to go with this course, so that at least the student will know what is needed to properly iron up his work. It is well, too, for the wheelwright to know something of plain carriage painting, and we advise taking an extra year in the paint shop, if it can be afforded.

Instruction begins with the care and use of the general wheelwright's tools, working out the common processes and principles of woodwork, following the course given in carpentry. (See page 69.)

There then follows the application of these principles in constructing the parts of a wheelbarrow, as handles, bars, legs, spokes, and rims, and putting the same together; laying out and making the parts of cart frames, as sills, standards, and rails; riveting and bolting together, laying out and making ribbed wagon body, frame work, and panels; laying out and constructing wagon gear, including perch, head block, and axle bed, the platform gear, with futchels, bed piece, splinter bar, spring blocks, and circle blocks for fifth wheel; carving scrolls on spring bars, side bars, and head blocks; making shafts, including bending; making cartwheel, including shaving spokes; working out rims; laying out and mortising hub; and putting the parts together. Exercises are worked out from drawings.

Lectures and study on vehicles, wood, and other material used, iron-work as applied to wheelwrighting, carriage painting and trimming, and other topics connected with the trade.

Instruction is given in the care of fire, the best fuels, **Blacksmithing** proper heat; care and use of the general blacksmith's tools, including the working out of the following processes.—Drawing out, upsetting, bending, twisting, punching, cutting off, squaring up, scarfing, welding, brazing, case-hardening, tempering, annealing, heading and threading bolts, making and tapping nuts, riveting, hack-sawing, tire-setting. These processes receive further application in the following.—Forging staples, gate-hooks, hasps, anchors, cleats, hammers, eyebolts, collars, chains, punches, wheel tires, springs, general carriage work, lathe tools, and horseshoeing. Work is done from drawings as far as possible.



Blacksmith Shop

Lectures on such topics as combustion of fuels, construction of metals, strength of materials, tempering and annealing, arrangement and equipment of shops, power forging, tracking of wheels, artistic forging, specifications and estimates.

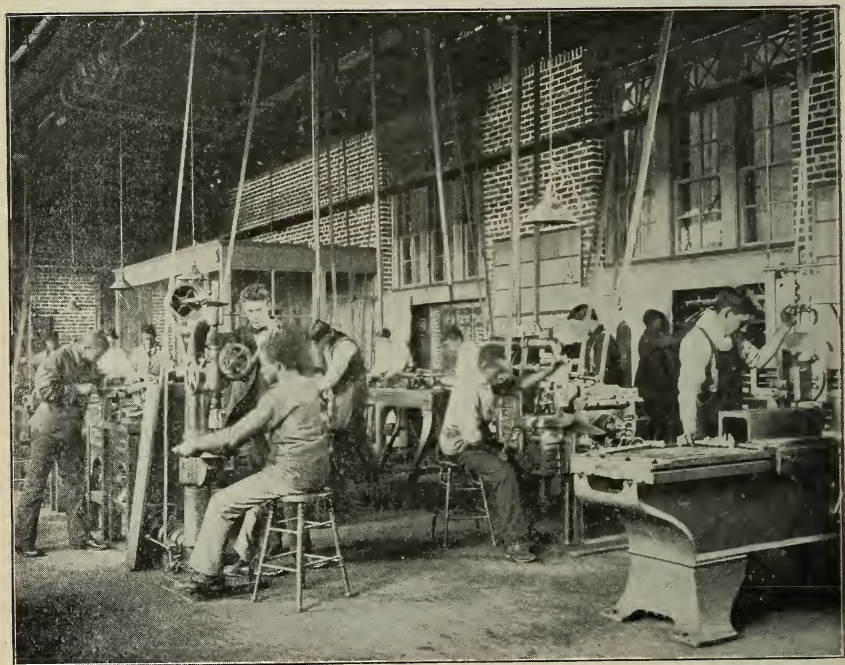
In addition to the above a department of scientific horseshoeing has been added and each student, before he can finish his trade, takes his turn at this work. The course in horseshoeing covers the following ground.—

1. Stripping and preparing foot to receive new shoe and nailing in place to give correct lines to agree with pastern and leg.

2. Making shoes from horseshoe iron, and special shoes to overcome difficulties with the feet, such as corns, quarter cracks-constrictions, etc.

3. Study of diseases of the feet and remedies which can be suggested through good shoeing.

4. Shoeing to overcome difficulties in the gait such as interfering, kneeknocking, stumbling, etc.



Class in Machine Work

Machinist's Trade The course of instruction in the machine shop is as follows.—

1. *Vise Work*.—Instruction will be given in laying out work to drawings and in the proper use and care of tools, as the chisel, square, file, scraper and hack-saw. The exercises include cape chiseling, broad chiseling, roughing out with file, filing to a line, draw filing, finishing, squaring up, polishing with file and emory cloth, hack sawing, bolt threading, nut tapping, scraping, plane surface fitting, slide fitting, riveting, keyway cutting, tool-making, as dividers and calipers. In addition to the above, each

student is given some instruction in forging chisels, lathes, and planer tools, annealing, and tempering.

2. *Special lathe work*.—This includes small drilling, tapping, knurling, filing and polishing. A course is given in hand tool work such as small screws, thumb nuts, binder posts, and handle.

Drill press work.—This includes drilling to given depths, blocking out with drill, center drilling, countersinking, counterboring, etc.

4 *Shaper and planer work*.—Cutting off work, planing to dimensions, squaring, inside work, bevel planing, inside keyway, planing T slots, and work requiring the use of the surface gauge.

5. *Lathe work*.—Proper use of the lathe, straight cutting, shoulder cutting, tapers, eccentrics, chuck and faceplate work, cutting thread (inside and outside), use of boring bar, polishing, use of centre rest.

6. *Care of tool room*.—The check system is used in issuing tools and the students take turns in the care of this room, which includes keeping the tools in order.

Repair work.—The greater part of the repair work from the saw and planing mills and from other departments on the grounds is done by the students, which gives an excellent opportunity for practice.

8. *New work*.—A speed lathe and emery grinder have already been built by students. Also many new tools, jigs, and special machines. It is expected that each year a small engine or special machine will be built.

This course embraces.—*First*.—Care and management of boilers, including building, stoking, drawing and banking fires, regulating draught, water supply, and steam pressure, using injector, inserting water gauges under pressure, blowing flues, scraping or cleaning tubes, safety-valve adjustment, patching and caulking boilers, inserting and expanding boiler tubes, packing valves.

Second.—Practice in running and caring for engines, making steam connections, setting slide valve, giving proper lap and lead, setting eccentric, arranging for the proper cutting off, filling oil cups, speeding governors, fitting belts, lining up, taking indicator cards, and calculating indicated horse power.

This course is intended to fit men to run boilers or engines in connection with mills, electric light plants, farms, etc.

In this course students are taken through the steps
Harness-Making and Carriage Trimming leading to the making of the various kinds of harness and to carriage trimming, following which, application of the processes is given on harness and carriage work. Instruction and practice are given in making threads, cutting, skiving, and rounding edges of strap, punching, putting on loop and buckle and stitching same, making simple parts of harness, as hame strap, breeching strap and girth.

Second.—Making folded bodies, including making and using patterns in cutting lays, stitching, straight and figured creasing, skiving and sewing up waved and straight raised lays, applying these in breeching, girth, breast, collar, lacing in soft cheek loops, etc.

Third.—Practice in saddle work—as in express, buggy, or coupé harness, using tree, cutting skirts from patent or harness leather or cloth, covering reed and binding saddle, stuffing with hair, tufting, stitching, putting in billets and terrets.

Fourth.—Practice on round work such as gag, face, and winker rounds, round hip strap, trace rein, and bridle.

Fifth.—Practice in cushion work, trimming shafts, leathering, dashers and fenders, making falls, lazy back cushions, etc, work on buggy and extension tops, carts, saddles, and other harness and carriage work.

Lectures and study on leather, kinds and styles of harness, drafting harnesses, estimating cost, etc.

In this course practice and instruction are given in
Shoemaking the steps leading to the production of a shoe, as follows:—

First.—Making waxed ends, using bristles, proper position for stitching, use of the awl, practice in sewing, cutting, skiving, and putting on patches with cement, nailing and pegging soles, sewing welt to upper, sewing sole to welt, using sewing machine in stitching upper leather, putting in lining, punching and putting in eyelets and hooks, taking old shoes apart, learning the names of parts and the method of putting them together, practice in cutting lifts and soles, making rands, welts, and counters, finishing edge, sand-papering, buffing and coloring soles, lasting (using slips for upper.)

Second.—Cutting uppers by pattern, stitching, lasting, bottoming and finishing a pegged shoe of ordinary grade.

Third.—Measuring foot, fitting last, developing patterns, selecting stock—as uppers, soles, counters, felt, thread, etc, cutting out stock, and making sewed shoes to measurements.

Applicants for this trade will take up work as **Tailoring** follows:—

First year.—Technical work in sewing. Free-hand drawing. The study of woollens. The making of trousers. Occasional talks on business methods.

Second year.—Sewing. Free-hand drawing. The study of fabrics. Study of the cost of garments. Practical examples in estimating materials and cost of suits. Study of the form. Drafting by actual measurements. The making of coats and vests. Alterations.

Third year.—Test of the student's executive ability, and special practice and instruction in the details of running a successful business. Practical talks given from time to time in regard to the purchase of goods. The making of citizens' suits, frock coats and overcoats. During this year as much productive work as possible is given the student.

The following is a list of some of the details of the course;—
Correct position of workman, proper method of threading needle, position of needle and thimble while sewing, practice in machine running, care of machine, stitching used in making a suit of clothes, —as plain basting, close basting, seaming or full back stitch to one sixteenth, side stitch, felling stitch, serging, herring bone, feather edge, making button holes, cord, flat, round, and feather edge, sewing on buttons of different kinds, as the neck, eyelet and flat face.

Application of these processes is given in parts of garments. First, practice on parts of pantaloons, as hip pocket, side pocket, top pocket, watch pocket, button fly, button-hole fly, waist band, pant straps, turning up bottom, filling in parts of the trimming, seat lining, protection in the bottom, front pant buckle, pressing and shrinking. These principles are applied in making a pair of pantaloons. Application is then given of the simple processes in the parts of a vest, as in making welt, patch and faced pocket, putting in stiffening, stay tape to hold front, making and putting on collar, back strap and buckle, joining back and front, after which a vest is made. Application of processes follows in parts of a sack coat, as flat, cash, and ticket pockets, breast pockets, inside and outside, putting in canvas, stay tape, sleeve vent and cuffs, fitting sleeve, adjusting fullness, regulating looseness of lining, padding, springing of shoulders, and pressing of seams, top and bottom collar, stitching around edge, and necessary pressing.

These principles are then applied in a sack coat.

In repair work practice is given in patching, darning, splicing,

inserting round, square and triangular patches to match stripes, putting on braid, half and half, flat and cord, scrubbing, cleaning, pressing and sponging.

Mechanical Drawing The course in mechanical drawing is given as a part of the training of all Trade Students. Tailors, shoemakers, harness-makers and painters, have free-hand drawing instead.

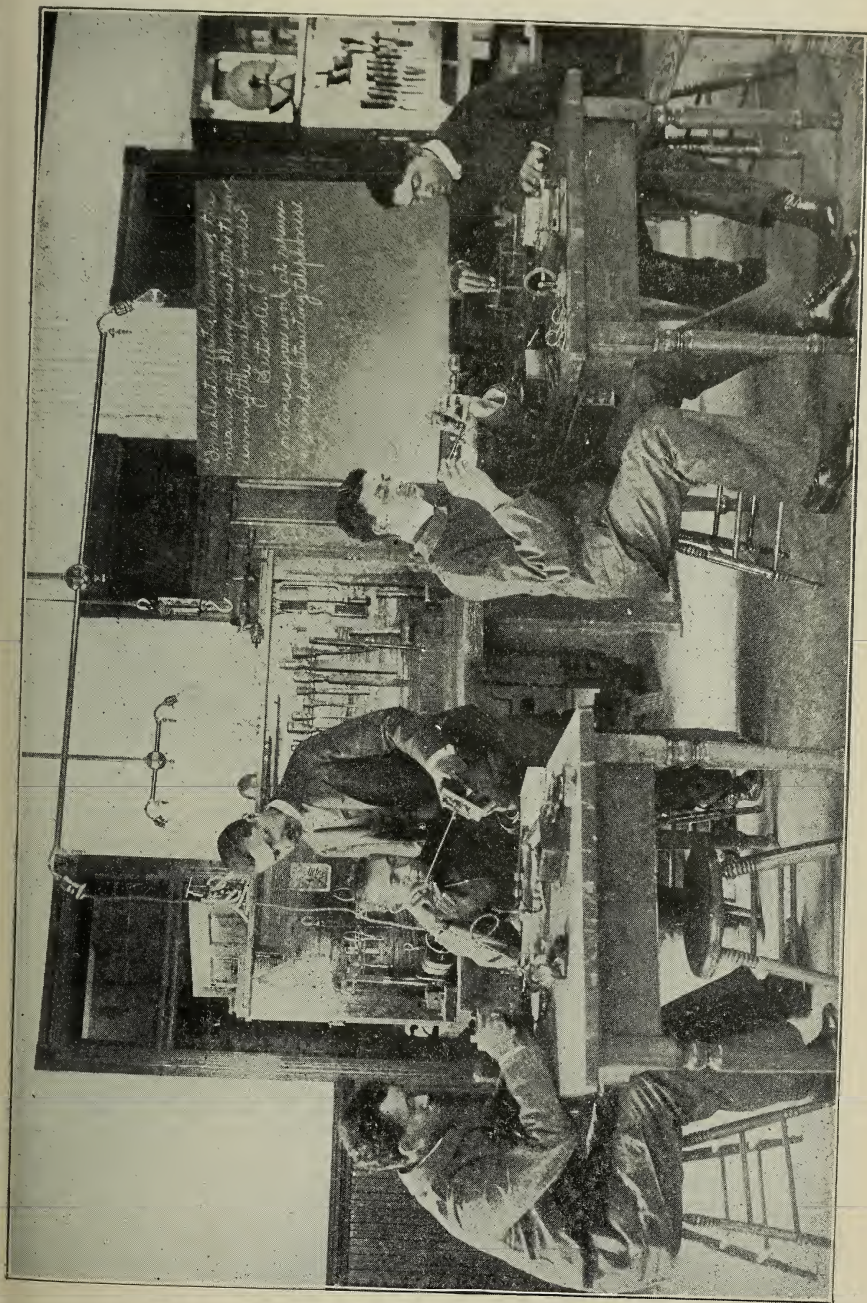
The drawing is arranged with a view of giving the student a general knowledge of working drawings, preparing him to interpret intelligently drawings placed before him, and to cultivate his ability to make working drafts, plans, elevations, and sections of tools, buildings, machines, wagons, and other work in the line of his trade, to build according to the same.

The course comprises.—

1. a. The study of projection—plans, elevation, and sections.
b. Practice in free-hand sketching (projection.)
2. Spacing and drawing straight and curved lines.
3. Making joints.
a. Between straight lines.
b. “ “ “ and curves.
c. “ curved lines.
4. Making block letters.
5. Geometrical problems.
6. Drawing plans, elevations and sections (a) from the object itself, (b) from other drawings, (c) from memory or original design.
7. Getting out bill of materials and estimating cost of some pieces of work actually done.
8. Designing and estimating.

Physics *First Year.*—The work is mostly quantitative, and consists of exercises performed in the physical laboratory by the student and carefully recorded in a note book.

Mechanics.—Weight of unit volume of regular and irregular solids, including the estimation of tenths with the eye and the use of the vernier. Methods of multiplication and division of doubtful figures. Center of gravity Weight of lever. Three parallel forces in one plane. Concurrent forces. Friction between solid bodies on a level. Co-efficient of friction.—work (a) vertical, (b) with inclined plane, (c) with pulleys. Breaking strength of a wire, comparison of wires in breaking tests. Elasticity of stretching a wire (effect of length, diameter, material). Elasticity of bending (effect of length, width, thickness, material.)



Making and Repairing Telephones

Elasticity of gases, and Boyle's Law Accelerated motion. Action and reaction. The simple pendulum.—(a) isochronism, (b) effect of length, (c) reversible pendulum. Specific gravity of solids and liquids Density of air. Principle and action of the siphon, lifting pump and other pumps. Liquid pressure.—(a) upward, (b) downwards, (c) below free surface. Transmission of pressure in liquids.

Heat.—Testing the zero and boiling points of thermometers. Linear expansion of a solid. Increase of pressure of a gas heated at constant pressure. Specific heat of a solid. Heat of melting. Heat of vaporization. Determination of dew-point. Phenomena of boiling.—(a) formation of air bubbles, (b) singing, (c) evaporation, (d) distillation. Wet and dry bulb thermometers. Maximum and minimum thermometers. Cooling by forced liquefaction, (salt and ice.) Cooling by radiation.

Second Year.—Continuation of the work of the first year.

Electricity.—Lines of force about magnets of various shapes. Lines of force around a charged conductor. Study of a single-fluid galvanic cell. Study of two-fluid galvanic cell. Resistances of wires of different lengths and cross-sections. Resistance by the Wheatstone bridge. Fall of potential along a conductor. Battery resistance—effect of size and position of plates, arrangement of cells in series, parallel and opposition. Effect of temperature on resistance. Measurement of electric current by tangent compass, copper voltameter, water voltameter. Factor of a galvanometer.



Students Engaged in Cabinet Work

Efficiency curve of an electric battery. Static electricity. The gold-leaf electroscope. Relative potential when rubbed. Electric batteries.—(a) different metals with same liquid, (b) different liquids with same metals. Effect of temperature on resistance

Light.—Law of inverse squares. Photometers.—(a) Bunsen, (b) Rumford. Law of reflection from plane and curved surfaces. Focal length of a concave mirror. Images in plane and cylindrical mirrors. Refraction.—(a) with plate of glass, (b) with prism. Index of refraction of glass. Index of refraction of water. Focal length of a converging lens. Conjugate foci of a converging lens. Shape and size of a real image formed by a lens. Virtual image formed by a lens. Magnifying power of (a) simple lens, (b) of a microscope, (c) telescope, (d) opera glass.

Third Year—Review of principles of first and second years. More advanced work in physical measurement, including sound, electricity, heat, light and mechanics.

The character of the work is indicated by the following exercises.—Construction of an electro magnet. Construction of a telegraph key and sounder. Installation of electric bells. Electric lighting. Wireless telegraphy. The telephone and its use. Construction of induction coils. Putting together the parts of a dynamo and a motor. Construction of a storage cell.

Light.—Measuring the wave length of light with a simple grating. Structure and theory of the microscope, telescope and opera glass. Practical work in photometric measurement.

Sound.—Velocity of sound.—(a) out of doors, (b) resonance in tube with water, (c) in a rod. Effect of length, tension and mass upon pitch of a monochord. Pitch of a tuning fork by trace in lamp black.

Heat.—Theory of ventilation. Conductivity of metals. Molecular theory of heat.

Mechanics.—Conditions for equilibrium for various non-parallel forces.

The students are encouraged to apply the principles studied, to the various trades pursued at Hampton Institute, and it is the design of the above course to stimulate interest and original thought in the trades.

Cabinet Making

The course in cabinet making is open to a limited number of applicants who can show special need and aptitude for this particular trade. The first

year is spent in studying the principles of carpentry and joinery. Then follows a course in wood turning, wood carving, study and design of furniture, repairing of furniture, and the actual construction of cabinets, tables, bookcases, etc. French polishing, staining and finishing of woods are also introduced.

Instruction will be given in the care and use of tin-
Tinsmithing ner's tools, working out the processes entering into general tin work—as roof covering, conveying of water, manufacture of tin ware, setting up stove and pump work. It will include pattern cutting, folding on break, soldering, riveting, brazing, burring, double seaming, forming on rollers, hand-seaming, beading, bending and mitering.

Enough practical work is found on the school grounds to give good drill in the many applications of the tinner's trade.

It is in general understood that a student entering one of the above Trade School courses will confine himself to his particular line of work throughout the course. Legitimate combinations of the various courses are permissible when approved by the officers of the school. For instance, wheelwrighting and blacksmithing could be combined, also harness and shoemaking, and carpentry, bricklaying, plastering, and painting. (See House Building Course.)

ADDITIONAL TRADE COURSES.

In addition to the courses offered in the Trade School, apprentices are taken in the following courses in connection with the school industries. The number received in this way is limited.

Applicants for this trade must pass the examination
Printing for entrance to the Middle Class.

Instruction and practice are given in presswork, including making ready and running jobs on small job press; at the case in plain composition.—as learning cases, sizes and faces of types, proper position for holding composing stick, setting types, justifying, emptying stick, and putting on galley; leading, arranging in chase, locking up; proving and correcting proof; cleaning and care of type, distributing dead matter, etc., reading proof; making ready and running cylinder press; check- and order-book binding; book composition and imposition.

Application of these principles is given in the varied work of the printing office, as setting and printing note heads, bill heads,

circulars, envelopes, posters, bills of fare, tabular work, blanks, color work, tablet binding, etc.

Lectures, reading and study will include topics connected with general printing—as stereotyping, electrotyping, various processes of cut making, estimates, stock, etc.



The course in upholstery includes:—Chair caning, plain and fancy; splint weaving and rush bottoming. **Upholstering** Mattress making. Upholstering of plain and Turk-

ish furniture.

Talks are given on materials and on styles of furniture.

DEPARTMENT OF PRODUCTIVE INDUSTRIES

These industries are conducted as business enterprises and are open to the students who have passed a year in the Trade School, or Training Department. (See pages 72-87.)

They afford the opportunity of learning how productive industries are managed, of making practical application of the principles learned in the Trade School, and incidentally of earning wages.

They also furnish some opportunity for skilled labor to young men working for credit to enter the Day or Trade School.

**Wheelwright
and
Blacksmith
Shop**

This shop with its two departments, is engaged in manufacturing carriages, wagons and carts for the school and for local trade, in general repair work and in horseshoeing. The wheelwright department has an outfit of general wheelwright tools and benches and employs about eight workmen.

Tin Shop

The tin shop has charge of the general tin and stove work connected with the institution—as the making and repairing of utensils, laying and repairing tin roofing, making and hanging conductors, making stove pipe, setting up stoves, and other shop and general repair work.

**Tailoring De-
partment**

This department employs about twenty students. It furnishes the uniforms of the cadets, manufactures citizens' suits for school and outside trade, and does custom work in general, making, yearly, upwards of 1,500 garments. It also designs patterns and does scouring, pressing, repairing and similar work for the school, and for the outside trade.

Shoe Shop

The shoe shop is engaged in the manufacture of hand-made shoes, both work shoes and fine grade pegged and sewed, for the school and for the outside custom trade, and in general repair work. It employs about nine students and has the ordinary outfit of tools and appliances.

Harness Shop

All of the harness work of the school is done in this shop, including repairing and making new harness for farm work, driving, etc. Harnesses are also made to order for outside customers, and repair work is done for the public generally. Carriage trimming, as it is included in carriage repair work, is also done. The shop has the usual supply of tools and appliances and employs an average of five men.

Paint Shop

This shop does all the painting connected with the fifty buildings on the premises, both exterior and interior work, kalsomining and paper hanging; also the painting and finishing of the products of other shops, as carts, barrows, agricultural implements, furniture, sign painting and lettering; upholstery work on chairs and other furniture, mattresses, and the like. Employment is given to about ten men.

Machine Shop This department employs about eight or ten students and carries on a general repair and jobbing business for the other departments of the school and the surrounding community.

Bricklaying and Plastering Department All repairs to brick work, setting boilers, repairing flues and bake ovens, making and laying of granolithic walks, plastering old or new buildings, come under this department. About ten or fifteen students are employed.

The above industries are carried on in connection with the regular Trade School Department and are managed by the teachers of the same.

Huntington Industrial Works The works comprise three departments—the saw mill and lumber yard, the planing mill, and the carpenter and cabinet shop.

The sawmill is equipped with a band saw, steam feed and conveying rolls, and automatic trimmer and sasher; it employs about twenty-five men, and saws annually six million feet of lumber. This is brought to the mill in rafts, and after sawing, is kiln-dried and shipped to various markets.

The planing mill, with its equipment of saws, planers, matching and moulding machines, is engaged in the manufacture of mouldings, flooring, ceiling, siding, and other house finishings for the general market and employs about fifteen men.

The carpenter and cabinet shop employs about twenty workmen, and is engaged in the manufacture of window and door frames, sashes, doors, mantels, scroll work, and other interior and exterior finish, stair work and cabinet work, chests, bookcases, tables, etc. It has an equipment of lathes, circular, jig and band saws, buzz and pony planers, boring, mortising and tenoning machines, cabinets, benches and tools.

Yellow and white pine, poplar, and hard woods are used.

Carpenter and Repair Shop This shop is supplied with general carpenters' tools, circular and small saws, upright moulder and mortising machine, and employs about twenty workmen. It has charge of the general repair work of the buildings, of which there are upwards of sixty, and of the furniture connected therewith; it also manufactures new work—easy chairs, desks, tables and other cabinet work, and does a portion of the new building.

The work of this department includes all the school printing, as letter heads, envelopes, circulars, catalogues, outside job work, two monthly publications, and nature-study leaflets. The equipment consists of two cylinder presses, three job presses, a lever and steam cutter, perforator, stabber, card cutter, and wire-stitching machine. It employs about twenty men.

Department This department has the care of the steam plant for furnishing the steam for power and heat, also of the water supply. It includes the management of nine boilers, the running of three large and four small engines, the heating of three dry-kilns and nearly all the buildings on the premises, the running of the steam pumps connected with the water supply and sewerage, and the laying of water and steam pipes in both new and repair work. It employs an average of seventeen men.



Stock at Hemenway Farm

Farming The land under cultivation comprises about 700 acres, 100 at the School farm and 600 at the Hemenway farm, five miles distant. Corn and oats are the principal crops, with some hay, potatoes and other vegetables. The farms are stocked with 253 milch cows and young cattle, 40 horses, and several hundred hogs and fowls. The product of butter, milk and cream from the dairies is used in the school and supplies the local trade. Products from the greenhouse are largely shipped away, as are also other surplus products. Modern buildings, machinery, and appliances are in use at both farms.

**Sewing and
Furnishing
Department**

stresses on full time.

This department supplies all the bed and table linen, towels, etc. needed by the school and fills orders for shirts and underwear for the young men, and for gymnastic suits, cooking aprons, etc. needed by the young women. It employs about fifteen seam-

**Housework
Etc.**

Besides the work furnished incidentally in the previously named industries to students working for a credit balance, employment is offered both to young men and young women in the various household departments and offices. Young men are employed as waiters, cooks, and helpers in the dining-rooms and kitchens, janitors, laborers about the grounds, orderlies, etc. Young women can find work in the care of rooms and corridors, and in the large steam laundry where the weekly wash of the whole institution is done, and where the clothes of the young men are mended.

VACATION COURSES

Trade Courses The Trade School offers to boys from ten to seventeen years old, who live in the immediate vicinity, instruction in the following trades during the months of July and August:—Manual training, carpentry, blacksmithing, wheelwrighting, and shoemaking. The students in these classes will be expected to come promptly at 9 o'clock every morning in the week except Saturday, and work until twelve.

It is not expected in this summer course to turn out finished workmen, but it is hoped that the instruction will lead up to the taking of a full trade as a regular student at Hampton Institute, and that incidentally much useful knowledge will be acquired.

Sewing

The children's sewing class meets for two hours each morning during July. This course includes the various stitches used in hand sewing. They are applied in the making of doll's garments, the object being to train the hand and eye, and also teach the beginnings of practical garment making.

**Whittier
Garden**

The gardens planted in the spring by the Whittier children will be cared for by them during the summer under the supervision of the agriculture department.

HAMPTON SUMMER NORMAL INSTITUTE

1901

July 5th to July 31st

HUGH M. BROWNE, CONDUCTOR

The object of these institutes is to give the teachers of the public schools in the South a better preparation for their work. The authorities are specially careful to secure as instructors teachers of acknowledged ability, large experience, and eminent success in their respective subjects. These institutes prove of great advantage to the attending teachers, not only by increasing their knowledge of school management and modern methods, but also, and much more, by bringing them under the personal influence of leaders of thought and masters in teaching.

Hampton Normal and Agricultural Institute is an ideal place for such work and the authorities place its entire equipment at the service of the attending teachers.

From fifteen different states three hundred and forty-seven teachers registered for the session of 1901. One hundred and ninety-one of these teachers pursued, besides the regular course, work in manual training, cooking, sewing, agriculture, upholstering, or simple business forms and methods.

The money to defray the expenses of these institutes is appropriated every year by the State of Virginia, the Peabody Educational Fund, and the Hampton Normal and Agricultural Institute.

Instructors and Subjects

NATURE WORK

MISS A. M. GODING, Principal Normal School, Washington, D. C.

ENGLISH

MISS MARIA L. BALDWIN, Principal of Agassiz School, Cambridge, Mass.

CIVICS AND PSYCHOLOGY AND ITS RELATION TO EDUCATION

MR. W. A. ACKERMAN, Hampton Institute.

SCHOOL ECONOMICS

MRS. RUTH E. LANDER, Principal of Lincoln School, Brookline, Mass.

MATHEMATICS

MR. W. B. EVANS, Principal of Manual Training School, Washington, D.C.

GEOGRAPHY

MISS MARY I. PLATT, High School, Brookline, Mass.

ENGLISH

MISS DORCAS C. HIGGINS, Lincoln School, Brookline, Mass.

PRIMARY METHODS

MISS GEORGIA L. MARTIN, Private School, Germantown, Penn.

MISS EMMA Lee, Public Schools, Portsmouth, Va.

Assistant.

DRAWING

MR. T. W. HUNSTER, Assistant Director of Drawing, Washington, D. C.

PHYSICS

HUGH M. BROWNE, Hampton Institute.

ASSISTANT MATRON AND COOKING

MISS E. B. KRUSE, Howard School, Wilmington, Del.

MANUAL TRAINING

MR. J. H. JINKS, Hampton Institute.

The work of this course will include clay modeling, paper-cutting and pasting, card board constructive work and knife-work in thin wood suitable for the 1st, 2nd, 3rd and 4th years of public school work. The models will be carefully selected to meet the needs of the pupil, and will be subject to modification, if, in the opinion of the instructor, the local needs of any special section of the country require it.

During the last half of the term elementary bench work may be taken by those teachers who may desire it, when instruction will be given in making simple apparatus for class-room use.

SEWING

MISS J. A. WIER, Hampton Institute.

SIMPLE BUSINESS FORMS AND METHODS

MR. HARRIS BARRETT, Hampton Institute.

COOKING

MRS. J. H. JINKS, Hampton Institute.

AGRICULTURE

MR. C. L. GOODRICH, }
MR. W. S. SWEETSER } Hampton Institute.

Practical Agriculture—Nature Lessons for School and Farm.

We feel that one of the great needs of the country is better training for the farmer in those matters which are directly connected with his everyday life. We feel also that this training should begin with the children in the public schools. With this in view we have prepared a suggestive course of nature lessons dealing with plants, soils, and animals in their practical relations to the farmer.

The method of instruction is by observation on the farm and in the school garden, and by experiments in classroom, using only the simplest of apparatus.

Course in Dairy Husbandry—Brief talks on grading up the dairy herd; characters of dairy cattle; construction, care and ventilation of stables; foods and feeding; milking; composition, care and handling of milk and its products.

Practice work in aerating milk, the different methods of creaming, including the use of hand and power separators, ripening cream to the proper acidity, churning, washing, working and printing butter.

UPHOLSTERING

J. F. LACROSSE, Hampton Institute.

IN CHARGE OF BOOK EXHIBIT

MISS C. S. BLODGETT, Hampton Institute.

It is the purpose of the Hampton authorities to make the annual sessions of the Teachers' Institute second to none in this country.

The classroom rather than the lecture system is followed in all subjects.

Certificates are given those teachers who attend regularly and complete the course satisfactorily.

Board and lodging for the four weeks, on the grounds costs ten dollars. This is the only charge made.

A model school is in session during the four weeks.

An exhibition of school books, literature and apparatus from the best publishing houses is a prominent feature of the sessions. We shall also have several hundred books to give away.

The shops of the trade school are open for any who may wish to do work at a trade.

THE HAMPTON NEGRO CONFERENCE holds its annual session here during July. This affords an opportunity for teachers to listen to the discussion of questions of vital interest by many of the most cultured and scholarly men and women of the race.

Class Lists—1901-1902

DAY SCHOOL

POSTGRADUATE CLASS

Brown, Cornelia E.....	Bridgeport, Conn.
Catlett, Elsie J.....	Hayes Store, Va.
Conger, Lucy J.....	Andrus, S. D.
Davis, Evalena A.....	Burkeville, Va.
* Hall, Helen B.....	Norwich, Conn.
Howard, Rosa V.....	Charlottesville, Va.
Hunter, Rosa A.....	Lynchburg, Va.
James, Harriet G.....	Hartford, Conn.
Major, Helena G.....	Phoebus, Va.
Quinney, Adele P.....	Gresham, Wis.
Ransom, Frances J.....	Hartford, Conn.
Reade, Celia B.....	Abingdon, Va.
* Reeves, Ella R.....	East Orange, N. J.
Sasportas, Felicia.....	Orangeburg, S. C.
Suarez, Mary Ernestine.....	New Haven, Conn.
Swayney, Arizona.....	Cherokee, N. C.
Taylor, Josephine A.....	New Haven, Conn.
Townsend, Daisy E.....	Orangeburg, S. C.
Wilder, Beulah S.....	Washington, D. C.
Wingate, Helen H.....	Boston, Mass.
Young, Ellen N.....	Phoebus, Va.
Bailey, James A.....	Hampton, Va.
Coles, Chester A. A.....	Atlanta, Ga.
Hargrave, Garnett.....	Wilmington, N. C.
Hooker, Joseph J.....	Hampton, Va.
* Lolorias, John M.....	Tucson, Ariz.
McNeill, McKay.....	Franklinton, N. C.
Morgan, Jacob C.....	Fort Defiance, Ariz.
Phillips, Theodore.....	Philadelphia, Penn
Pierce, John B.....	Greenville, Ala.
Randall, Chas. B.....	Belona, Va.
Robertson, James E. J.....	Roanoke, Va.
Taylor, Harry T.....	Key West, Fla.
Ukipata, Edward.....	Ponca, Neb.

SENIOR CLASS

Carey, Nettie.....	Danville, Va.
Conger, Sibyl.....	Andrus, S. D.
Faulk, Alcora.....	Savage Crossing, Va.

* Left before January 1st.

Greene, Bettie C.....	Hayneville, Ala.
Jenkins, Lizzie A.....	Warrenton, N. C.
Johnson, Isabel D.....	Savannah, Ga.
Lavender, Florence.....	Fort Deposit, Ala.
Marshall, Minnetta	Norfolk, Va.
McMillan, Lucinda	Jacksonville, Fla.
Norvell, Antoinette.....	Clifford, Va.
Powless, Cora M	Oneida, Wis.
Pride, Bessie.....	Lynchburg, Va.
Pronty, Mattie S.....	West Brownsville, Pa.
Randolph, Ottie.....	Hampton, Va.
Reese, Rosa A.....	Hayneville, Ala.
Sheppard, Luverdie	Portsmouth, Va.
Shields, Bertha S.....	Washington, D. C.
*Yancy, Lillian E.....	New Brunswick, N. J.
Yarborough, Mamie D.....	Winston-Salem, N. C.

Beverly, Robert H.....	Bull Run, Va.
Blanton, Joshua E.....	Rice Depot, Va.
Blount, George W.....	Henderson, N. C.
Braxton, John C.....	Ballsville, Va.
Brooks, Philip F.....	Marshall, Va.
Cannady, Archer F.....	Roanoke, Va.
Clement, Thomas J.....	Roanoke, Va.
Cobbs, Robert H.....	Lynchburg, Va.
Collins, John Major.....	Birdsnest, Va.
Cooper, Thomas C.....	Roanoke, Va.
Deveaux, John H.....	Savannah, Ga.
Edwards, James T.....	Cincinnati, Ohio.
Edwards, Charles J.....	Lum, Ala.
Gaines, Morris C.....	Henderson, Ky.
George, Wallace K.....	Versailles, N. Y.
Glick, John O.....	Verdel, Neb.
Glick, Taylor W.....	Verdel, Neb.
Hayes, Arthur L.....	Macon, Ga.
Henderson, Louis R.....	Hampton, Va.
Higgins, George M.....	Danville, Ky.
Holland, Wm. W.....	Suffolk, Va.
King, Frederick J.....	Achilles, Va.
Lambert, Hugh N.....	Cherokee, N. C.
Luck, Winston.....	Danville, Va.
Ramsey, James M. G.....	Richmond, Va.
Rhetta, Barnett M.....	Calhoun, Ala.
Spencer, Julius C.....	Raleigh, N. C.
Terry, David H.....	Danville, Va.
Webster, Isaac N.....	Oneida, Wis.

* Left before January 1st.

MIDDLE CLASS

Alston, Nannie E.....	Warrenton, N.C.
Brinkley, Grisselle O.....	Land, Va.
Broadfield, Annie M.....	Hampton, Va.
Brooks, E. Theodosia L.....	Desha, Va.
Brown, Flora A.....	Holdenville, I. T.
Brown, Mary Lelia.....	Morrison, Va.
Chaney, Virgie G.....	Danville, Va.
Cradic, Addie E.....	Wayne, W. Va.
Daniel, Lucy J.....	Roanoke, Va.
Edmondson, Rosalia.....	Winton, N.C.
Evans, Lelia L.....	Ware Neck, Va.
Fitchett, Valenia.....	Berkley, Va.
Galloway, Lovie D.....	Winston-Salem, N. C.
Greene, Virginia K.....	Charlottesville, Va.
Hackley, Gettie M.....	Roanoke, Va.
Harmond, Burnette.....	Hampton, Va.
Jackson, Fannie E.....	Davisville, Penn.
Jeter, Gertrude.....	Newport News, Va.
Johnson, Pauline.....	Baynesville, Va.
Jones, Delcenia.....	Portsmouth, Va.
Moore, Irene.....	Abingdon, Va.
Nelson, Ada.....	Raleigh, N. C.
Nicholas, Mary L.....	Abingdon, Va.
Nichols, Lubertha E.....	Gilmerton, Va.
Parker, Ida Estelle.....	Newport News, Va.
Parker, Wilhelmina.....	Roanoke, Va.
Parsons, Sarah R.....	Land, Va.
Peniston, Mary A. E.....	Richmond, Va.
Phillips, Susan F.....	Mt. Washington, Md.
Phillips, Carrie R.....	Poquosin, Va.
Poodry Fannie C..	Akron, N. Y.
Reid, Marian M.....	Bristol, Va.
Rencher, Margery E.....	Abingdon, Va.
Sampson, Athalia D.....	Wilmington, N. C.
Shawnee, Eva.....	Shawnee, Okla.
Thomas, Lillian R.....	Falls Church, Va.
Thorne, Simsie E.....	Washington, D.C.
Truman, Maggie M.....	Durham, N. C.
Van Schoick, Cora M.....	Little Utica, N. Y.
Wade, Eva G ..	Roanoke, Va.
Wilson, Virginia	Gertie, Va.
Alexander, Wellington T.....	Williamston, N. C.
Alford, Pierrepont.....	Shawnee, Okla.
Bassette, Andrew W. E., Jr.....	Hampton, Va.
Burrell, Wm. S.....	Lawyers, Va.

Burwell, Hartford R.....	Raleigh, N. C.
Busbee, Frederick D.....	Snow Hill, N. C.
Clarke, Thomas C. C.....	Smithville, Va.
Clifford, James B.....	Casey, So. Dak.
Cook, Oscar O.....	Washington, D. C.
Hall, Lorenzo E.....	Mt. Meigs, Ala.
Hamlin, Geo. H.....	Fosston, Minn.
Hobday, Robert T.....	Achilles, Va.
Holloway, Sam'l D.....	Charleston, S. C.
Hood, Riley.....	Shawnee, Okla.
Jentons, John A.....	Madison C. H., Va.
Johnson, Geo. P.....	Roswell, Colo.
Jones, James W.....	Ware Neck, Va.
Paxton, John H.....	Port of Spain, Trinidad, B. W. I.
Phillips, Solomon.....	Hampton, Va.
Price, Benj. F.....	Leroy, N. Y.
Reid, Albert O.....	Gatesville, N. C.
Robinson, James W.....	Hampton, Va.
Rodgers, Julian P.....	Montgomery, Ala.
Scott, Adoniram.....	Hampton, Va.
Southall, John H.....	Charlottesville, Va.
Watkins, Harvey L., Jr.....	Kansas City, Kan.
Watson, Robert T.....	Savage Crossing, Va.
White, Frank M.....	Hicks Wharf, Va.
White, Wm. Thos ..	Hobbsville, N. C.
Williams, James D.....	Norfolk, Va.

JUNIOR CLASS

Alexander, Jennie R.....	Palmer Springs, Va.
Allen, Sarah M.....	Tunstall, Va.
*American Horse, Vina ..	Kyle, S. D.
Armstead Dora.....	Phoebus, Va.
*Bagnall, Elnora L.....	Hampton, Va.
Barrow, Elnora ..	Macon, Ga.
Bear, Estella V.....	Fort Berthold, N. D.
Black, Annie B.....	Sewells Point, Va.
Blackwell, Harriet G ..	Manchester, Va.
Brewer, Queen V.....	Danville, Va.
Broadfield, Maggie E.....	Hampton, Va.
*Broadfield, Elsie V.....	Hampton, Va.
Brooks, Bertha M. W.....	Raleigh, N. C.
Burton, Rose E ...	Hampton, Va.
Catlett, Martha E.....	Hayes Store, Va.
Charging Wolfe, Lizzie.....	Kyle, S. D.

* Left before January 1st.

Christmas, Essie.....	Warrenton, N. C.
Clark, Rosa C.....	Corbin, Va.
Cleaton, Josephine.....	Warrenton, N. C.
Cobbs, Maggie B.....	Plainfield, N. J.
Cohen, Annie R.....	Fallston, Md.
Coulon, Lucy J.....	Oneida, Wis.
Cunningham, Louise.....	Manchester, Va.
Dolly, Nettie E.....	Baltimore, Md.
Doxtator, Nancy.....	Oneida, Wis.
Doxtator, Jane.....	Oneida, Wis.
Dunton, Fidelia C.....	Baltimore, Md.
Ellett, Emma A.....	Hampton, Va.
Evans, Kate S.....	Ware Neck, Va.
Francis, Josephine.....	Morrison, Va.
Frances, Edna L.....	Hampton, Va.
Gayle, Olive L.....	Roanes, Va.
Griffith, Eugenia V.....	Kendall Grove, Va.
Harmond, Hattie B.....	Hampton, Va.
Hill, Rose.....	Oneida, Wis.
Hill, Josephine.....	Oneida, Wis.
Howard, Amaza C.....	Petersburg, Va.
Irby, Jannie E.....	Rodden, Va.
Jackson, Lenora A.....	Brooklyn, Va.
Jacobs, Mary E.....	Bryanton, N. C.
Jennings, Zenobia.....	Newport News, Va.
Johnson, Lucy A.....	Brookewood, Va.
Johnson, Blanche L.....	Newport News, Va.
Jones, Harriet M.....	Niagara Falls, N. Y.
Jones, Sarah A.....	Hodges Ferry, Va.
Keasley, Annie B.....	Stanardsville, Va.
*Keith, Winona M.....	Pine Ridge, So. Dak.
Kidd, Meachie A.....	Tappahannock, Va.
King, Mary E.....	Achilles, Va.
Lewis, Annie M.....	Mathews C. H., Va.
Logan, J. Emma.....	Winnebago Neb.
Mitchell, Maggie J.....	San Carlos Ariz.
Moseley, Florence G.....	Jersey City, N. J.
Nixon, Mary E.....	Wrightsville, N. C.
Payne, Celia M.....	Merry Point, Va.
Person, Mary A.....	Weldon, N. C.
Pinkston, Bettie L.....	Winston-Salem, N. C.
Pinkston, Nora L.....	Winston-Salem, N. C.
Pitulinni, Amy H.....	San Carlos, Ariz.
Poole, Dadie A.....	Hampton, Va.
Price, Bertie B.....	Calhoun, Ala.
Price, Mary.....	Ft. Defiance, Ariz.

* Left before January 1st.

Ransome, Lennie O.....	Hampton, Va.
Rose, Lucy B.....	Lynchburg, Va.
Ross, Malinda.....	Lorraine, Va.
Russell, Susie J.....	Porcupine, S. D.
Saunders, Annie.....	Phoebus, Va.
Savage, Lizzie J.....	Craddockville, Va.
Scott, Ossie L.....	Eheart, Va.
Silverheels, Florence W.....	Irving, N. Y.
Skenandore, Marion.....	Oneida, Wis.
Smith, Eliza M.....	Cambria, Va.
Smith, Caroline V.....	Pinetta, Va.
Spaulding, Janie M.....	Durham, N. C.
Stiles, Lottie.....	Fort Berthold, N. D.
Suarez, Juanita.....	New Haven, Conn.
Taylor, Eugenia M.....	Roanoke, Va.
Townsley, Susie T.....	King and Queen C. H., Va.
Walker, Tulie.....	Fort Defiance, Ariz.
White, Margaret V.....	Suffolk, Va.
White, Eva.....	Hampton, Va.
Wiggins, Lottie A.....	Whitestone, Va.
Williams, Bessie.....	Hampton, Va.
Williams, Gussie V.....	Hampton, Va.
Williams, Lillia.....	Boston, Mass.
Wilson, Kate Sabina.....	Churchland, Va.
Wimbush, Josie C. E.....	Vinton, Va.
Wormley, Lelia L.....	Fredericksburg, Va.
Wright, Amelia F.....	Churchland, Va.
Wyatt, Martha E.....	James Store, Va.
Young, Isabell.....	Valentine, Neb.
Young, Estelle.....	Phoebus, Va.

Allen, Clarence R.....	West Newton, Mass.
Baird, Reuben.....	Oneida, Wis.
Black Hawk, Joseph.....	Winnebago, Neb.
Boone, George E.....	Savage Crossing, Va.
Boteler, Sumner E.....	Philadelphia, Penn.
Brown, Samuel W.....	Roanoke, Va.
Brown, Julian L.....	Henderson, Ky.
Chooromi, John.....	Keams Canyon, Ariz.
Clifford, John.....	Casey, S. D.
Collins, John Magellan.....	Kendall Grove, Va.
Connor, Wm. P.....	West Norfolk, Va.
Evans, Almancy L.....	Great Bridge, Va.
Gresham, Geo. W.....	Athens, Ga.
Hamlin, Louis C.....	Fosston, Minn.
Johnson, Sargeon G.....	Franktown, Va.
Keeling, George T.....	Brooklyn, N. Y.
Lassiter, Jas. W.....	Madison, N. J.

*Lolorias, Oscar	Tucson, Ariz.
Luck, David P.	Danville, Va.
Mayo, Laban H.	Hampton, Va.
Medegan, John M.	Odanah, Wis.
Meeks, Alonzo M.	Owenton, Ky.
Monroe, James P.	Brunswick, Ga.
Montague, Wm. H.	Hague, Va.
Mundy, George A.	Henderson, Ky.
Paige, R. G. Leslie	Berkley, Va.
Powless, Duncan W.	Onondaga Castle, N. Y.
Quick, Frederick D.	Rockingham, N. C.
Rabb, Seth H.	Taylor, Texas.
Sebree, William	Mila, Va.
Smith, Milton W.	Oneida, Wis.
Smith, Oscar	Oneida, Wis.
Thorne, Norwood A.	Summerville, S. C.
Tyner, John	Turley, I. T.
Watkins, Henry C.	Brooklyn, N. Y.
Willis, Wm. T.	Savannah, Ga.

PREPARATORY CLASS

Allen, Lucy H.	Goodes Ferry, Va.
Bailey, Sarah J.	Hampton, Va.
Bennett, Hattie B. L.	Danville, Va.
Bowden, Laura L.	Norfolk, Va.
Burgess, Mary M.	Warrenton, N. C.
Burgess, Annie C.	Warrenton, N. C.
Butler, Laura	Anadarko, I. T.
Canfield, Susie	Loretta, S. D.
Chimal, Etta	Mescalero, N. M.
Condelario, Lucinda	Allen, S. D.
Cooper, Minnie	Oneida, Wis.
Cornelius, Rebecca	Oneida, Wis.
*Cross, Anna L.	Hartford, Conn.
Dunlap, Alice	Cherokee, N. C.
*Eagle Dog, Mary	Fort Yates, N. D.
Fairfax, Agnes O.	Reistertown, Md.
Faulk, Gilberta	Savage Crossing, Va.
Fire Thunder, Angelique	Manderson, S. D.
Gutierrez, Carlota	Cuba, N. M.
Jackson, Emily H. A.	Sugarland, Md.
Keys, Carrie	Fredericksburg, Va.
Lowdog, Louisa	Fort Yates, N. D.
Ludwick, Lena	Oneida, Wis.
Major, Mary* M.	Phoebus, Va.
Pierce, Hattie R. B.	Lorraine, Va.

* Left before January 1st.

Powless, Elsie.....	Oneida, Wis.
Powless, Olive J.....	Oneida, Wis.
Quiett, Anna M.....	Winchester, Va.
Red Fox, Emma.....	Fort Yates, N. D.
Silas, Lillie.....	Oneida, Wis.
Simmons, Lillie M.....	Savannah, Ga.
Skenandore, Leah.....	Oneida, Wis.
Skenandore Minnie.....	Oneida, Wis.
Smith, Rosa L.....	Cherokee, N. C.
Sommers, Mary J.....	Oneida, Wis.
Taylor, Annie P.....	Conowingo, Md.
Vaden, Nannie B.....	Sora, Va.
Webster, Lydia.....	Oneida, Wis.
Wiggins, Hattie.....	Whitestone, Va.
Carter, Frederick H.....	Gloucester C. H., Va.
Carter, Thomas P.....	Martinsville, Va.
Chavez, Alessandro.....	Tule, Ariz.
*Childs, Wendell P.....	Buckingham C. H., Va.
*Cole, Felix.....	St. Louis, Mo.
Cooke, Randolph T.....	Hudgins, Va.
Damon, James M.....	Fort Defiance, Ariz.
Dilworth, Benj. F.....	Lawrenceville, Va.
Emerson, William.....	Sacaton, Ariz.
Fischer, Adam.....	Winnebago, Neb.
Frosted, Philip.....	Fort Yates, N. D.
Hill, Cleveland.....	Oneida, Wis.
Hill, Hiram.....	Oneida, Wis.
Jones, Nelson.....	Onondaga Castle, N. Y.
Lavender, Fleming.....	Fort Apache, Ariz.
*Lovett, Abner.....	Portsmouth, Va.
Lowdog, Luke.....	Fort Yates, N. D.
Martin, Robert.....	Tohatchi, Ariz.
Menz, Joseph.....	Fort Yates, N. D.
Pleets, Jesse.....	Fort Yates, N. D.
Ross, Willard A.....	Scottsville, Va.
Siyaka, Clarence.....	Fort Yates, N. D.
Smith, William.....	Fort Defiance, Ariz.
Swan, Thomas.....	White Earth, Minn.
Wicks, Charles M.....	Darlington, Okla.
Yeago, Frank.....	Pine Ridge, S. D.

* Left before January 1st.

NIGHT SCHOOL

SENIOR CLASS

Bradley, John J.....	New Haven, Conn.
Browne, Thomas L.....	Atlee, Va.
Coggins, James L.....	Portsmouth, Va.
Davis, Robert C.....	Richmond, Va.
Davis, Wm. Randolph.....	Macon, Ga.
Edwards, Thomas J.....	Ridge Church, Va.
James, Harold E.....	Hartford, Conn.
Murray, Percival W.....	Browns Town, Jamaica, W. I.
Triplett, James T.....	Fredericksburg, Va.

MIDDLE CLASS

Bennett, Willie V.....	Macon, Ga.
Cralle, M. Martenia.....	McFarlands, Va.
Ferrebee, Arabella N.....	New Haven, Conn.
Lumpkins, Linnie.....	Roanoke, Va.
Miles, Pearl LaB.....	Hampton, Va.
Robinson, Mary L.....	St. Louis, Mo.
Watkins, Malinda L.....	Roanoke, Va.
Anderson, Benj. F.....	Hartford, Conn.
Bates, Ernest M.....	Winchester, Ky.
Beale, George W.....	Hartford, Conn.
Bell, George W.....	Orange, N. J.
Briscoe, Joseph C.....	Baltimore Md
Brock, LaSalle.....	Burnleys, Va.
*Brooks, Geo. H. A.....	Baltimore, Md.
Brown, William A.....	Roanoke, Va.
Brown, Stephen B.....	Montgomery, Ala.
Brown, Moses H.....	Rio Vista, Va.
Bryant, Edward G.....	Savannah, Ga.
Bryant, Ira S.....	Savannah, Ga.
Buckner, Frank T.F.....	Achilles, Va.
Burgess, Raymond.....	Baltimore, Md.
Bush, John W.....	Winchester, Ky.
Carter, Robert H.....	Petersburg, Va.
Carter, Wm. H.....	Washington, D. C.
Chavis, Marion J.....	Beaufort, S. C.
Cherry, Homer T.....	Lumpkin, Ga.

* Left before January 1st.

Clarke, Arthur L	Savannah, Ga.
Colding, Wm. T.....	Portsmouth, Va.
Courtney, Wm. T.....	Pittsburg, Va.
Crichton, R. Page W.....	Roanoke, Va.
Cummings, Wm. O.....	Baltimore, Md.
Davis, John	Canton, Md.
Doggett, John H.....	Keysville, Va.
Etheridge, George.....	Hickory, Va.
Ewell, Henry S	Rye, N. Y.
Finks, Robert E.....	Baltimore, Md.
Fransort, Harry B. A.	Savannah, Ga.
Garland, Geo. M... ..	Danville, Va.
Gilliam, Chester A	Clinton, Va.
Gray, Thomas... ..	Kingsboro, N. C.
Hardemon, Geo. W.....	Winchester, Tex.
Harrison, Wm. H... ..	Lima, Penn.
Hendrickson, Walter W....	Savannah, Ga.
Hopkins, John T.....	Salem, N. J.
Humbles, William B.....	Lynchburg, Va.
Hursey, Frank A.....	Atlantic City, N. J.
Johnson, Thos. Sidney.....	King William C. H., Va.
Johnson, Southey G.	Phoebus, Va.
Jones, James R.....	Winona, W. Va.
Jones, Benjamin....	Kittrell, N. C.
Jones, John T.....	Hartford, Conn.
Lassiter, Amos A	Morrisville, N. C.
Lattimore, John	Hampton, Va.
Leeds, Henry T.....	Lower Brulé, S. D.
Levy, Isaac S., Jr.....	Camden, S. C.
Lewis, Douglass B	Tappahannock, Va.
Lewis, Wm. C.....	Chester, S. C.
Monroe, Andrew D.....	Savannah, Ga.
Morsell, Joseph A.	Baltimore, Md.
Murdock, James T.....	Mitylene, Ala.
Murray, William H.....	Alexandria, Va.
Myers, James S	Runaway Bay, Jamaica, W. I.
Ochard, James F	Baltimore, Md.
Oliver, Watt S.....	Burkeville, Va.
*Oliver, William R.....	Danville, Va.
Orr, James F.	Lowryville, S. C.
Pearson, Wm. W.....	Granite, Va.
Penney, Horace B.....	Tuskegee, Ala.
Perry, Elmo L.....	Abingdon, Va.
Price, Roscoe DeWitt.....	Baltimore, Md.
Privott, Woodard.....	Berkley, Va.
Purviance, Ernest P.....	Baltimore, Md.

Left before January 1st.

*Puryear, William J.....	Clarksville, Va.
Riddick, Isaiah H	Princess Anne C. H., Va.
Ross, Oliver C.....	Allen, S. C.
Rowe, E. Blyden	Charleston, S. C.
Scott, Jacob L.....	Paces, Va.
Skenandore, Edward.....	Oneida, Wis.
Skenandore, William.....	Oneida, Wis.
Smith, Thomas W ...	Norfolk, Va.
Smith, Charles E.....	North, Va.
Smith, John E.....	Northwest, Va.
Smith, John M	Roanoke, Va.
Suarez, Dorsey C....	New Haven, Conn.
Taylor, Preston.....	Winchester, Ky.
Thomas, Charles M	Haddonfield, N. J.
Thomas, Samuel A.....	Portsmouth, Va.
Turner, Howard.....	Boring, Md.
Watson, Anthony D.....	Abbeville, Ga.
Webster, Isaiah.....	Oneida, Wis.
Wheaton, Benj. D.....	Concord Depot, Va.
Williams, Spencer F.....	Brant, N. Y.

JUNIOR CLASS

Beloate, Mary B.....	Onley, Va.
Blackmon, Mamie A.....	Raleigh, N. C.
Bland, Ruth A. A.....	Boston, Mass.
Bridgeforth, Mary L.....	Olo, Va.
Brock, Lilla.....	Norfolk, Va.
Brown, Eugenia	Annapolis, Md.
Burton, Viola A ...	York, Pa.
Carter, Eva B. . .	Millenbeck, Va.
Cash, Bettie M.....	Winston-Salem, N. C.
Frazier, Carolyn M.....	Atlanta, Ga.
Greene, Willie W.....	Lynchburg, Va.
Harrison, Jaylish V.....	Lincoln University, Pa.
Hobday, Eliza J.....	Achilles, Va.
Hood, Laura F	Lynchburg, Va.
Hunter, Susan C.....	New York, N. Y.
Hunter, Sarah E.....	Roanoke, Va.
Jones, Georgiana... ..	Raleigh, N. C.
Leggon, Christiana O....	Abingdon, Va.
Lively, Carrie F.....	Hampton, Va.
Lucas, Rosa B.....	Richmond, Va.
Marshall, Ellen L	Nameless, Va.

* Left before January 1st

McGriff, Valonia.....	Orange, N. Y.
Moss, Nettie C.....	Winston-Salem, N. C.
Parrish, Mary L	North, Va.
Pemberton, Mamie E.....	Richmond, Va.
Pope, Eliza M.....	Carlisle, Ohio.
Randolph, Laura B	So. Orange, N. Y.
Reade, Margaret B.....	Abingdon, Va.
Reese, Hattie B.....	Olo, Va.
Robinson, Carrie C.....	Florence, Ga.
Robinson, Elizabeth.....	Hampton, Va.
Savage, Lizzie A.....	Birdsnest, Va.
Shepard, Margaret T.....	Raleigh, N. C.
Shorts, Verter V.....	Winchester, Va.
Smith, Elizabeth.....	Elkhorn, W. Va.
Sneede, Lillie M.....	Charlottesville, Va.
Stephenson, Carrie V	Lynchburg, Va.
Terry, Alice A.....	Roanoke, Va.
Tyler, Bertha C.....	Roanoke, Va.
Van Dyke, Josephine M.....	Newark, N. J.
Van Hoy, Dovey L.....	Winston-Salem, N. C.
Walker, Carrie I.....	Lynchburg, Va.
Watkins, Mary E.....	Roanoke, Va.
Watson, Sarah A.....	Abbeville, Ga.
Webster, Mary V.....	Lincoln University, Pa.
White, Sadie E.....	Hicks Wharf, Va.
White, Alice E. L	Portsmouth, Va.
Allen, Granville J.....	Fabers Mills, Va.
Alston, George W.....	Durham, N. C.
Bailey, Percy G.....	Birdsnest, Va.
Baines, Albert J.	Churchland, Va.
Bear, Henry.....	Winnebago, Neb.
Beauchamp, Peter H.....	Fort Berthold, N. D.
Bell, Geo. R.....	Sugarland, Md.
Black, Fred. W.....	Sewells Point, Va.
Black, John W.....	Nassau, Bahama Islands.
Black Hawk, John.....	Winnebago, Neb.
Brokenburr, Robt. L	Phoebus, Va.
Brooks, John C.....	James Store, Va.
Brown, Harris H.....	Asheville, N. C.
Brown, Ernest E. H.....	Roanoke, Va.
*Brown Willis L.....	Berkley, Va.
Bunn, Benj. J.....	Morehead City, N. C.
Burton, Theophilus A	Melfa, Va.
Butler, John T.....	Petersburg, Va.
Carr, Uriah H., Jr.....	Augusta, Ga.

* Left before January 1st.

Chavis, Manasseh T.....	Rich Square, N. C.
Clark, William H.....	Auburn, Ala.
Coleman, William A.....	Henderson, Ky.
Collins, George W.....	Birdsnest, Va.
Cooke, Robert F.....	Belroi, Va.
Cooper, Jeremiah S.....	Roanoke, Va.
Corpening, Benj. G.....	Marion, N. C.
Corprew, Ernest W ...	Portsmouth, Va.
Cunningham, Sanders P.....	Hillsboro, N. C.
Davis, Wm. Roscoe.....	Hampton, Va.
Dixon, William.....	Richmond, Va.
Doxtator, Edward.....	Oneida, Wis.
Downing, Ernest A. McK.....	Massey, Va.
Dunlap, Garland M.....	New York, N. Y.
Edwards, William, Jr.....	Ridge Church, Va.
Eggleton, Thomas W.....	Roanoke, Va.
Frierson, Major L.....	Webster Groves, Mo.
Gardner, Elijah H.....	Allendale, S. C.
Gibson, George E.....	Washington, D. C.
Gilmore, Arthur B. C.....	Atlanta, Ga.
Glover, Edward E.....	Spartanburg, S. C.
Griffith, Harry J.....	West Norfolk, Va.
Grimes, George W.....	Lexington, Ky.
Hardwick, Clifford E.....	Savannah Ga.
Harris, Wm. H.....	Kempis, Va.
Hazel, Walter W.....	College, Ga.
Hazel, Fred C.....	College, Ga.
Hendricks, Fritz.....	Anadarko, Okla.
Hendrickson, John W.....	Savannah, Ga.
Herndon, James H.....	Washington, D. C.
Hogans, Christopher C.....	Norfolk, Va.
Hogwood, William.....	Rice Depot, Va.
Holmes, Everett I.....	Petersburg, Va.
Holmesley, Harold.....	Asheville, N. C.
James, Chas. L.....	Christiansburg, Va.
Jenkins, Frank H.....	Petersburg, Va.
Jennings, Samuel A.....	Roanoke, Va.
Johnson, Harry R.....	Ivor, Va.
Johnson, Alexander.....	Newbern, Va.
Johnson Sidney B.....	Easton, Md.
Jones, Robert A.....	Ware Neck, Va.
Jones, Oscar R.....	Richmond, Va.
Jones, Rosier B.....	Falls Church, Va.
Lassiter, Roscoe L.....	Rich Square, N. C.
Laws, Charles H.....	Phoebus, Va.
Lee, Alonzo B.....	Savage Crossing, Va.
Lovett, Almus A.....	Savannah, Ga.
McKim, Reuben S.....	Baltimore, Md.

McPhaul, Willis C.....	Bastrop, Texas.
Medicine Crow, Fred	Crow Creek, S. D.
Metoxen, Redmond.....	Oneida, Wis.
Midgett, Lewis H.....	Sassafras, Va.
Miles, Silas E.....	Venter, Va.
Miller, George F. A	College, Ga.
Mingledorf, Jos. J. H ..	Savannah, Ga.
Moore, Windom G.....	Abingdon, Va.
Morgan, Leroy.....	Frankfort, Ky.
Moseley, John H.....	Great Bridge, Va.
Nelson, Addison B	Egypt, Ga.
Newman, James R.....	Clayton, Del.
Norfleet, Moses T.....	Norfolk, Va
Nottingham, John W.....	Cheapside, Va.
Osborn, Pinckney H.....	Alexandria, La.
Paige, Chas. H.....	Phoebus, Va.
Pankey, Blair W.	Roanoke, Va.
Patterson, David G.....	Savannah, Ga.
Payne, Jas. H.....	Phoebus, Va.
*Payne, Joseph T	Ridge Church, Va
Quick, Benj. F	Rockingham, N. C.
Ragland, Wm. P.....	Virgilina, Va.
Ramon, Joshua C.....	Tucson, Ariz.
Rich, Marion J.....	Warsaw, Va.
Riley, Trodty	Savannah, Ga.
Rippy, Clarence J.....	Brookfield Centre, Conn.
Rollins, Henry E	Christiansburg, Va.
Rose, Jordan E.....	Lexington, Va.
Rose, Allen N.....	Lexington, Va.
Royal, Richard G	Petersburg, Va.
Ruffin, Wm. T.....	Churchland, Va.
Scott, Chas. Waldo.....	Savannah, Ga.
Scott, John W. J.....	Abingdon, Va.
Sheppard, Launcelot H.....	Churchland, Va.
Sivels, Leronia B.....	Fentress, Va.
Smithey, Philip J.....	Hague, Va.
Spratley, James E.....	Fentress, Va.
Strother, Rutherford B. H	Cambria, Va.
Thomas, Lee B.....	Raleigh, N. C.
Thomas, David A.....	San Marino, Va.
Thompson, Henry B.....	Southampton, L. I.
Waddy, Alfred G.....	Lilian, Va.
Walker, Floyd M	Pamplin City, Va.
Walker, Wm. R.....	Charlottesville, Va.
Ward, Wm. T.....	Jennings Ordinary, Va.
Whitted, Shepard.....	Hillsboro, N. C.

* Left before January 1st.

Williams, Christopher C.....	Hampton, Va.
Wood, Charles J.....	Yancey Mills, Va.
Wynn, Samuel J	Lynchburg, Va.

PREPARATORY CLASS

Anglin, Bonnebel V.....	Martinsville, Va.
Austin, Emma.	Red Bluff, Va.
*Bell Julia E	Norfolk, Va.
Blue, Mary F.....	Hampton, Va.
Cotten, Della C.....	Greensboro, N. C.
Davenport, Ada J.....	Nameless, Va.
Evans, Sue... ..	Ware Neck, Va.
*Faulk, Leno.....	Box Elder, Va.
Guilford, Mattie R.....	Brookfield Centre, Conn.
Hawkins, Daisy L.....	Lynchburg, Va.
Higgs, Fannie G.. ..	Scotland Neck, N. C.
Hobson, Sallie P	Tobaccoville, Va.
Horsley, Josephine... ..	Elmington, Va.
Johnson, S. Ann	Clinton, Va.
Maddux, Emma D.....	Nono, Va.
Martin, Pearl	Huntington, W. Va.
Parker, Carrie B.....	Hampton, Va.
Penn, Ruth.....	Farland, Va.
Perry, Lottie B.....	Charlottesville, Va.
Sanderlin, Annie M.	Fentress, Va.
Stevens, Ida M.....	Norfolk, Va.
Taylor, Amaza E.....	Lynchburg, Va.
White, Rosa L.....	Knolls, Va.
Anderson, Wm. E.....	Berkley, Va.
Anthony, Thomas T.....	Natural Bridge, Va.
Bailey, John E	Scottsburg, Va.
Badger, Edward	Ft. Berthold, N. D.
Baxter, Dennis W.....	Elkins, W. Va
Bearheart, Alexander.....	Lower Brulé, S. D.
Bell, Chas. E.....	Deep Creek, Va.
Bentley, Chas. K.....	Christiansburg, Va.
*Blair, David	Boston, Mass.
Callis, Joseph	Fitzhugh, Va.
Carter, Frank L.....	Norfolk, Va.
Chavis, Joseph	Rich Square, N. C.
Clark, Thomas G.....	Roanoke, Va.
Del Gardo, Raphael.....	Porto Rico, W. I.
Dixon, Shermont A.....	Falls Church, Va.
Doxtator, Hyson	Oneida, Wis.
Duckett, Thomas G	Philson, S. C.

* Left before January 1st.

Firetail, Louis.....	Crow Creek, S. D.
Fitzhugh, Preston.....	Falls Church, Va.
Fountain, Percy.....	Rio Vista, Va.
Francis, Thomas J.....	Wilmington, Del.
*Groce, William H.....	Sharon Hill, Pa.
Harris, Haywood B.....	Durham, N. C.
Hunter, John.....	Winnebago, Neb.
Hurley, James C.....	Washington, D. C.
Jackson, Robert A.....	Baltimore, Md.
Johnson, James E.....	Howardsville, Va.
Kyles, David.....	Roanoke, Va.
Lee, Lewis.....	Eastham, Va.
*Lewis, Thomas G.....	Cambridge, Mass.
Lewter, John T.....	Lewiston, N. C.
Littlejohn, Thomas G.....	Webster, S. C.
Long, Edward H.....	Horntown, Va.
McDaniel, Clarence.....	New River Depot, Va.
McFadden, Grover C. G. W.....	Florence, S. C.
McKenney, Chas. W. L.....	East Warwick, Bermuda Is.
Mitchell, Charles.....	Stanford, Ky.
Pinkard, John P.....	Junta, Va.
Smith, Alexander.....	Ark, Va.
Thomas, John E.....	Falls Church, Va.
Thomas, Golia.....	Raleigh, N. C.
Thomas, Wm. W.....	Falls Church, Va.
Thompson, Wm. L.....	Atlantic City, N. J.
Walker, Henry.....	Oxford, N. C.
Washington, Alfred J.....	Devall, La.
Webster, Albert.....	Oneida, Wis.
Webster, Lyman.....	Oneida, Wis.

* Left before January 1st.

INDIAN STUDENTS

NORMAL CLASS (Postgraduate Course).

Name	Tribe	Reservation
Conger, Lucy.....	Sioux.....	Yankton, S. D.
Quinney, Adele P.	Stockbridge.....	Stockbridge, Wis.
Swayney, Arizona...	Cherokee.....	Cherokee, N. C.
Morgan, Jacob C....	Navaho.....	Navaho, Ariz.

BUSINESS COURSE

Name	Tribe	Reservation
Ankle, Matthew.....	Sioux.....	Standing Rock, N. D.
*Lolorias, John M....	Papago.....	Papago, Ariz.
Ukipata, Edward.....	Ponca.....	Santee, Neb.

SENIOR CLASS

Name	Tribe	Reservation
Conger, Sibyl E.....	Sioux.....	Yankton, S. D.
Powless, Cora M.....	Oneida.....	Oneida, Wis.
George, Wallace K....	Seneca.....	Cattaraugus, N. Y.
Glick, Taylor W.....	Ponca.....	Santee, Neb.
Glick, John O.....	Ponca.....	Santee, Neb.
Lambert, Hugh N....	Cherokee.....	Cherokee, N. C.
Webster, Isaac N.....	Oneida.....	Oneida, Wis.

MIDDLE CLASS

Name	Tribe	Reservation
Brown, Flora A.....	Creek.. ..	Absentee Shawnee, Okla.
Poodry, Fannie C.....	Seneca.....	Tonawanda, N. Y.
Shawnee, Eva.....	Shawnee.....	Absentee Shawnee, Okla.
Alford, Pierrepont...	Shawnee.. ..	Absentee Shawnee, Okla.
Clifford, James B.....	Sioux.....	Pine Ridge, S. D.
Hamlin, Geo. H....	Chippewa.. ..	White Earth, Minn.
Hood, Riley.....	Shawnee.....	Absentee Shawnee, Okla.

JUNIOR CLASS

Name	Tribe	Reservation
*American Horse, Vina.	Sioux.....	Pine Ridge, S. D.
Bear, Estella V....	Arickaree.....	Fort Berthold, N. D.
Charging Wolfe, Lizzie..	Sioux.....	Pine Ridge, S. D.

* Left before January 1st

Coulon, Lucy J.....	Oneida	Oneida, Wis.
Doxtator, Nancy	Oneida ..	Oneida, Wis.
Doxtator, Jane	Oneida	Oneida, Wis.
Hill, Rose.....	Oneida.....	Oneida, Wis.
Hill, Josephine.....	Oneida.....	Oneida, Wis.
Jones, Harriet M....	Tuscarora.....	Tuscarora, N. Y.
*Keith, Winona M.....	Sioux.....	Rosebud, S. D.
Logan, J. Emma..	Winnebago ..	Winnebago, Neb.
Mitchell, Maggie J....	Mohave ..	San Carlos, Ariz.
Pitulinni, Amy H.....	Apache.....	San Carlos, Ariz.
Price, Mary.....	Navaho ..	Navaho, Ariz
Russell, Susie J.	Sioux	Pine Ridge, S. D.
Silverheels, Florence W.	Seneca.....	Cattaraugus, N. Y.
Skenandore, Marion...	Oneida.....	Oneida, Wis.
Stiles, Lottie.....	Arickaree.....	Fort Berthold, N. D.
Walker, Tulie.....	Navaho.....	Navaho, Ariz.
Young, Isabell.....	Sioux.....	Pine Ridge, S. D.
Baird, Reuben.....	Oneida.....	Oneida, Wis.
Black Hawk, Joseph,	Winnebago.....	Winnebago, Neb.
Chooromi, John	Hopi.....	Keams Canyon, Ariz.
Clifford, John.....	Sioux.....	Pine Ridge, S. D.
Hamlin, Louis C....	Chippewa.....	White Earth, Minn.
*Lolorias, Oscar.....	Papago.....	Papago, Ariz.
Medegan, John M....	Chippewa.....	LaPointe, Wis.
Powless, Duncan W..	Onondaga.....	Onondago, N. Y.
Smith, Milton W.....	Oneida.....	Oneida, Wis.
Smith, Oscar.....	Oneida.....	Oneida, Wis.
Tyner, John.....	Cherokee.....	Absentee Shawnee, Okla.

PREPARATORY

Name	Tribe	Reservation
Butler, Laura.....	Caddo.....	Wichita, Okla.
Canfield, Susie	Sioux.....	Yankton, S. D.
Chimal, Etta.....	Apache.....	Mescalero, N. Mex.
Condelario, Lucinda....	Sioux.....	Pine Ridge, S. D.
Cooper, Minnie.....	Oneida.....	Oneida, Wis.
Cornelius, Rebecca....	Oneida.....	Oneida, Wis.
Dunlap, Alice.....	Cherokee.....	Cherokee, N. C.
*Eagle Dog, Marp.....	Sioux.....	Standing Rock, N. D.
Fire Thunder, Angeli- que,	Sioux.....	Pine Ridge, S. D.
Gutierrez, Carlota	Navaho.....	Nacimiento, N. M.
Lowdog, Louisa... ..	Sioux.....	Standing Rock, N. D.
Ludwick, Lena	Oneida.....	Oneida, Wis.
Powless, Elsie.....	Oneida.....	Oneida, Wis.
Powless, Olive J.....	Oneida.....	Oneida, Wis.

* Left before January 1st.

Red Fox, Emma	.....Sioux.....	Standing Rock, N. D.
Silas, Lillie	.....Oneida.....	Oneida, Wis.
Skenandore, Leah	.....Oneida.....	Oneida, Wis.
Skenandore, Minnie	.....Oneida.....	Oneida, Wis.
Smith, Rosa L.	.....Cherokee.....	Cherokee, N. C.
Sommers, Mary J	.....Oneida.....	Oneida, Wis.
Webster, Lydia	.....Oneida.....	Oneida, Wis.
Chavez, Alessandro	.....Pueblo.....	Tule, Ariz.
Damon, James M.	.....Navaho.....	Navaho. Ariz.
Emerson, William	.....Pima.....	Pima, Ariz.
Fischer, Adam	.....Winnebago.....	Winnebago, Neb
Frosted, Philip	.....Sioux.....	Standing Rock, N. D.
Hill, Hiram	.....Oneida.....	Oneida, Wis.
Hill, Cleveland	.....Oneida.....	Oneida, Wis.
Jones, Nelson	...Onondaga.....	Onondaga, N. Y.
Lavender, Fleming	....Apache.....	Fort Apache, Ariz.
Lowdog, Luke	.....Sioux.....	Standing Rock, N. D.
Martin, Robert	.....Navaho.....	Navaho, Ariz.
Menz, Joseph	.....Sioux.....	Standing Rock, N. D.
Pleets, Jesse	.....Sioux.....	Standing Rock, N. D.
Siyaka, Clarence	.....Sioux.....	Standing Rock, N. D.
Smith, William	.....Navaho.....	Navaho, Ariz.
Swan, Thomas	.....Chippewa.....	White Earth, Minn.
Wicks, Charles M.	....Cheyenne.....	Cheyenne and Arapaho, Okla.
Yeago, Frank	.....Sioux.....	Pine Ridge, S. D.

NIGHT SCHOOL

MIDDLE CLASS

Name	Tribe	Reservation
Leeds, Henry T	.....Sioux.....	Lower Brulé, S. D.
Ross, Oliver C	.....Sioux.....	Pine Ridge, S. D.
Skenandore, Edward	..Oneida.....	Oneida, Wis.
Skenandore, Wm	.....Oneida.....	Oneida, Wis.
Webster, Isaiah	.....Oneida.....	Oneida, Wis.
Williams, Spencer F	....Seneca.....	Cattaraugus, N. Y.

JUNIOR CLASS

Name	Tribe	Reservation
Bear, Henry	.....Winnebago ..	Winnebago, Neb.
Beauchamp, Peter H,	Arickaree.....	Fort Berthold, N. D.

Black Hawk, John.	Winnebago	Winnebago, Neb.
Doxtator, Edward.	Oneida	Oneida, Wis.
Hendricks, Fritz	Caddo	Wichita, Okla.
Medicine Crow, Fred	Sioux	Crow Creek, S. D.
Metoxen, Redmond	Oneida	Oneida, Wis.
Ramon, Joshua C.	Papago	Papago and Pima, Aziz.

PREPARATORY CLASS

Name	Tribe	Reservation
* Badger, Edward	Arickaree	Fort Berthold, N. D.
Bearheart, Alexander	Sioux	Lower Brulé, S. D.
Doxtator, Hyson	Oneida	Oneida, Wis.
Firetail, Louis	Sioux	Crow Creek, S. D.
Hunter, John	Winnebago	Omaha & Winnebago, Neb.
Webster, Albert	Oneida	Oneida, Wis.
Webster Lyman	Oneida	Oneida, Wis.

AT THE NORTH

Name	Tribe	Reservation
Andrews, Alfred	Arickaree	Fort Berthold, N. D.
Cornelius, Jesse	Oneida	Oneida, Wis.
Poor Thunder, George	Sioux	Rosebud, S. D.
American Horse, Vina	Sioux	Pine Ridge, N. D.
Eagle Dog, Mary	Sioux	Standing Rock, N. D.
Keith, Mary Winona	Sioux	Pine Ridge, S. D.
Metoxen, Tillie	Oneida	Oneida, Wis.
Silas, Elsie	Oneida	Oneida, Wis.
Thomas, Mary Ann	Oneida	Oneida, Wis.

SUMMARY OF INDIAN STUDENTS

	<i>Girls</i>	<i>Boys</i>
Normal Class	3	1
Business Course	0	3
Senior Class	2	5
Middle Class	3	4
Junior Class	20	11
Preparatory	21	18

NIGHT SCHOOL

Middle Class	0	6
Junior Class	0	8
Preparatory	0	7
Special Trade Students	0	(23)
At the North	6	3

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* Left before January 1st.

INDUSTRIAL DEPARTMENTS—INDIANS

Young Women

Housework and sewing	- - - - -	49
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Young Men

Carpenters.....	12	Wheelwright.....	1
Blacksmiths.....	7	Harnessmaker.....	1
Tailors.....	3	Steam Engineers.....	2
Painters.....	3	Machinist.....	1
Business.....	3	Dairyman.....	1

TRADE SCHOOL

FIRST YEAR STUDENTS

Bell, Geo. R.....	Sugarland, Md....	Carpenter
Bell, Geo. W.....	Orange, N. J....	Carpenter
Black, J. W.....	Bahamas, W. I....	Steam Engineer
Bradley, J. J.....	New Haven, Ct....	Tailor
Brooks, J. C.....	James Store, Va....	Wheelwright
*Brown, W. L.....	Berkley, Va....	Carpenter
Brown, Wm. A.....	Roanoke, Va....	Tailor
Brown, Harris H.....	Asheville, N. C....	Steam Engineer
Bunn, Benj J.....	Morehead City, N. C....	Wheelwright
Burgess, Raymond.....	Baltimore, Md....	Upholsterer
Bush, J. W.....	Winchester, Ky....	Bricklayer
Carter, Robert H.....	Petersburg, Va....	Machinist
Chavis, M. T.....	Rich Square, N. C....	Harnessmaker
Cook, Robert F.....	Belroi, Va....	Carpenter
Coles, Chester A. A.....	Atlanta, Ga....	Carpenter
Corprew, Ernest W.	Portsmouth, Va....	Blacksmith
Courtney, Wm. T.....	Pittsburg, Pa....	Steam Engineer
* Day, Echols B.....	Hillsboro, N. C....	Wheelwright
Dixon, Wm.....	Richmond, Va....	Steam Engineer
Doxtator, H.....	Oneida, Wis....	Steam Engineer
Finks, Robert E.....	Baltimore, Md....	Painter
Fransort, H. B. A.....	Savannah, Ga. .	Machinist
Frierson, M. L.....	St. Louis, Mo....	Tailor
Garland, Geo. M.....	Danville, Va....	Machinist
Gray, Thomas.....	Kingsboro, N. C...	Steam Engineer
Harris, W. H.....	Kempis, Va....	Carpenter
Hargrave, G. D.....	Wilmington, N. C....	Blacksmith

* Left before January 1st.

Hardwick, C. E.....	Savannah, Ga....	Shoemaker
Hazel, W. W.....	Savannah, Ga....	Tailor
Hendrickson, J. W.....	Savannah, Ga....	Blacksmith
Herndon, J. H.....	Washington, D. C....	Bricklayer
Holmes, Everett I.....	Petersburg, Va....	Painter
Hurley, J. C.....	Washington, D. C....	Tailor
Hursey, Frank A.....	Atlantic City, N. J....	Painter
Jenkins, Frank H....	Petersburg, Va....	Shoemaker
Johnson, Alex.....	Newbern, Va....	Tailor
Jones, R. A.....	Ware Neck, Va. .	Blacksmith
Jones, John T.....	Hartford, Ct....	Machinist
Mingledorf, J. J. H.....	Savannah, Ga....	Tailor
Monroe, A. D.....	Savannah, Ga....	Bricklayer
Myers, James S....	Jamaica, B. W. I....	Steam Engineer
Newman, J. R.....	Clayton, Del....	Shoemaker
Norfleet, M. T.....	Norfolk, Va....	Tailor
Ochard, Jas F.....	Baltimore Md....	Wheelwright
Osborn, P. H.....	Alexandria La....	Bricklayer
Paige, C. H.....	Phoebus, Va....	Bricklayer
Patterson, D. G.....	Savannah, Ga....	Tailor
Penney, H. B.....	Tuskegee, Ala....	Carpenter
Price, Roscoe De W.....	Baltimore, Md....	Steam Engineer
Purviance, Ernest P.....	Baltimore, Md....	Steam Engineer
Ragland, W. P.....	Virgilina, Va....	Blacksmith
Rich, M. J.....	Warsaw, Va....	Bricklayer
Robertson, James E. J....	Roanoke, Va. .	Carpenter
Rose, Jordan E.....	Lexington, Va....	Blacksmith
Scott, C. W.....	Savannah, Va....	Tailor
Sheppard, L. H.....	Churchland, Va....	Carpenter
Shenandore, Wm.....	Oneida, Wis....	Steam Engineer
Sivels, L. B.....	Fentress, Va....	Blacksmith
Spratley, James E.....	Fentress, Va....	Wheelwright
Smith, Thos. W.....	Norfolk, Va....	Blacksmith
Smithey, P. J.....	Hague, Va....	Wheelwright
Thomas, Sam'l A.....	Portsmouth, Va....	Upholsterer
Thompson, H. B.....	Southampton, L. I....	Carpenter
Waddy, A. G.....	Lilian P. O., Va....	Blacksmith
Ward, Wm. T.....	Jennings Ordinary, Va....	Wheelwright
Whitted, S. C.....	Hillsboro, N. C. .	Bricklayer
Williams, C. C.....	Hampton, Va....	Painter
Williams, Spencer F.....	Brant, N. Y....	Machinist
Wynn, S. J.....	Lynchburg, Va....	Bricklayer

SECOND YEAR STUDENTS

Allen, G. J.....	Fabers Mills, Va. .	Wheelwright
Alston, G. W.....	Durham, N. C....	Blacksmith
Bates, E. M.....	Winchester, Ky....	Tailor

Baines, A. J.	Churchland, Va.	Tailor
Beale, Geo. W.	Hartford, Ct.	Machinist
*Bearheart, Alex.	Lower Brulè, S.D.	Blacksmith
Brown, M. H.	Rio Vista, Va.	Blacksmith
Bryant, E. G.	Savannah, Ga.	Tailor
Clarke, Arthur L.	Savannah, Ga.	Shoemaker
Coggins, J. L.	Portsmouth, Va.	Carpenter
Colding, W. T.	Portsmouth, Va.	Tailor
Cunningham, S. P.	Hillsboro, N. C.	Blacksmith
Davis, W. R.	Macon, Ga.	Carpenter
Downing, E. A. Mc K.	Massey, Va.	Carpenter
Dunlap, Garland M.	New York, N. Y.	Steam Engineer
Edward, T. J.	Ridge Church, Va.	Wheelwright
Etheridge, Geo.	Hickory, Va.	Carpenter
Hardemon, Geo. W.	Winchester, Tex.	Carpenter
Harris, H. B.	Durham, N. C.	Tailor
Hendrickson, W. W.	Savannah, Ga.	Tailor
Humbles, Wm. B.	Lynchburg, Va.	Carpenter
Lewis, W. C.	Chester, S. C.	Harnessmaker
*Lewis, T. G.	Cambridge, Mass.	Tailor
Lewis, D. B.	Tappahannock, Va.	Carpenter
Lovett, A. A.	Savannah, Ga.	Blacksmith
Miles, Silas E.	Venter, Va.	Blacksmith
Morgan, Leroy.	Frankfort, Ky.	Carpenter
McPhaul, Willis C.	Pastrop, Tex.	Blacksmith
Oliver, W. S.	Burkeville, Va.	Wheelwright
Perry, E. L.	Abingdon, Va.	Bricklayer
Riddick, I. H.	Princess Anne C. H., Va.	Wheelwright
Rippy, C. J.	Brookfield Center, Ct.	Tailor
Rose, A. N.	Lexington, Va.	Carpenter
Royal, R. G.	Petersburg, Va.	Blacksmith
Ross, O. C.	Allen, S. D.	Painter
Scott, J. W. J.	Abingdon, Va.	Bricklayer
Suarez, D. C.	New Haven, Ct.	Steam Engineer
Thompson, W. L.	Atlantic City, N. J.	Painter
Turner, H.	Boring, Md.	Tailor
Walker, F. M.	Pamplin City, Va.	Wheelwright
*Washington, A. J.	Devall, La.	Bricklayer
Watson, A. D.	Abbeville, Ga.	Carpenter

THIRD YEAR STUDENTS

Browne, T. L.	Atlee, Va.	Blacksmith
Buckner, F. T. F.	Achilles, Va.	Blacksmith
Carter, W. H.	Washington, D. C.	Tailor

* Left before January 1st.

Cherry, Homer T.....	Lumpkin, Ga....	Harnessmaker
Cummings, W. O.....	Baltimore, Md....	Tailor
Davis, Robert C.....	Richmond, Va....	Machinist
Davis, John.....	Canton, Md	Carpenter
Firetail, L.....	Crow Creek, S. D ...	Carpenter
Gilliam, C. A.....	Clinton, Va....	Carpenter
Hogwood, Wm.....	Rice Depot, Va....	Carpenter
Hopkins, John T.	Salem, N. J ..	Machinist
Johnson, Southey G.....	Phoebus, Va....	Machinist
Jones, O. R.....	Richmond, Va....	Wheelwright
Lattimore, J.	Hampton, Va ...	Shoemaker
Lassiter, A. A.....	Morrisville, N. C....	Blacksmith
Lee, Louis.....	Eastham, Va....	Blacksmith
Lee, A. B.....	Savage Crossing, Va ...	Harnessmaker
Medicine Crow, Fred.....	Crow Creek, S. D....	Painter
Mitchell, Charles.....	Stanford, Ky....	Tailor
*Oliver, W. R.....	Danville, Va ...	Carpenter
Orr, James F.....	Lowryville, S. C....	Steam Engineer
Randall, C. B.....	Belona, Va....	Carpenter
Rowe, E. Blyden.....	Charleston, S. C....	Painter
Scott, Jacob L.....	Paces, Va....	Wheelwright
Strother, R. B. H.....	Cambria, Va ...	Carpenter
Taylor, H. T.....	Key West, Fla....	Tailor
Thomas, D. A.....	San Marino, Va....	Bricklayer
Triplett, James T.....	Fredericksburg, Va....	Machinist
Walker, H.....	Oxford, N. C....	Wheelwright
Wheaton, B. D.....	Concord Depot, Va....	Carpenter
Wood, C. J.....	Yancey Mills, Va....	Wheelwright

INDIANS TAKING SPECIAL COURSES

Alford, Pierrepont.....	Shawnee, Okla ...	Carpenter
Black, Hawk, John.....	Winnebago, Neb....	Blacksmith
Chavez, Alessandro.....	Papago, Arizona....	Carpenter
Chooromi, J.....	Papago, Arizona....	Tailor
Damon, James M.....	Navaho, Arizona....	Carpenter
Doxtator, Edw.....	Oneida, Wis....	Blacksmith
Emerson, W.....	Sacaton, Arizona....	Painter
Fischer, Adam.....	Winnebago, Neb....	Blacksmith
Frosted, Philip.....	Fort Yates, N. D....	Carpenter
Jones, Nelson.....	Onondaga Castle, N. Y....	Carpenter
Lavender, Fleming.	Ft. Apache, Arizona....	Carpenter
Leeds, Henry 1.....	Lower Brulé, S. D....	Carpenter

* Left before January 1st.

Lowdog, Luke.....	Fort Yates, N. D ...	Carpenter
Metoxen, Redmond.....	Oneida, Wis....	Wheelwright
Morgan, Jacob C.....	Navaho, Arizona....	Carpenter
Powless, Duncan W....	Onondaga Castle, N. Y....	Painter
Smith, Wm.....	Ft. Defiance, Arizona..	Blacksmith
Siyaka, Clarence.....	Fort Yates, N.D....	Harnessmaker
Tyner, John.....	Turley, I. T....	Carpenter
Webster, Albert.....	Oneida, Wis....	Blacksmith
Yeago, Frank.....	Pine Ridge, S. D ..	Tailor

NEGROES TAKING SPECIAL COURSES

Johnson, T. S.....	King William C. H., Va....	Blacksmith
Privott, Woodard..	Berkley, Va ..	Wheelwright
Smith, C. E	North, Va....	Blacksmith

SUMMARY, 1902

	<i>Col.</i>	<i>Ind.</i>	<i>Col.</i>	<i>Ind.</i>	<i>Total.</i>
	<i>Girls</i>	<i>Girls</i>	<i>Boys</i>	<i>Boys</i>	
Postgraduate	18	3	10	4	35
Senior.....	17	2	24	5	48
Middle.....	38	3	25	4	70
Junior.....	72	20	26	11	129
Preparatory.....	18	21	8	18	65
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	163	49	93	42	347
Night School.....					
Senior.....	0	0	9	0	9
Middle.....	7	0	79	6	92
Junior.....	47	0	108	8	163
Preparatory.....	23	0	40	7	70
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	77	0	236	21	334
At the North.....	0	6	0	3	9
Total	240	55	329	66	690
Whittier Training School	225	0	164	0	389
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Grand Total..	-	-	-	-	1079

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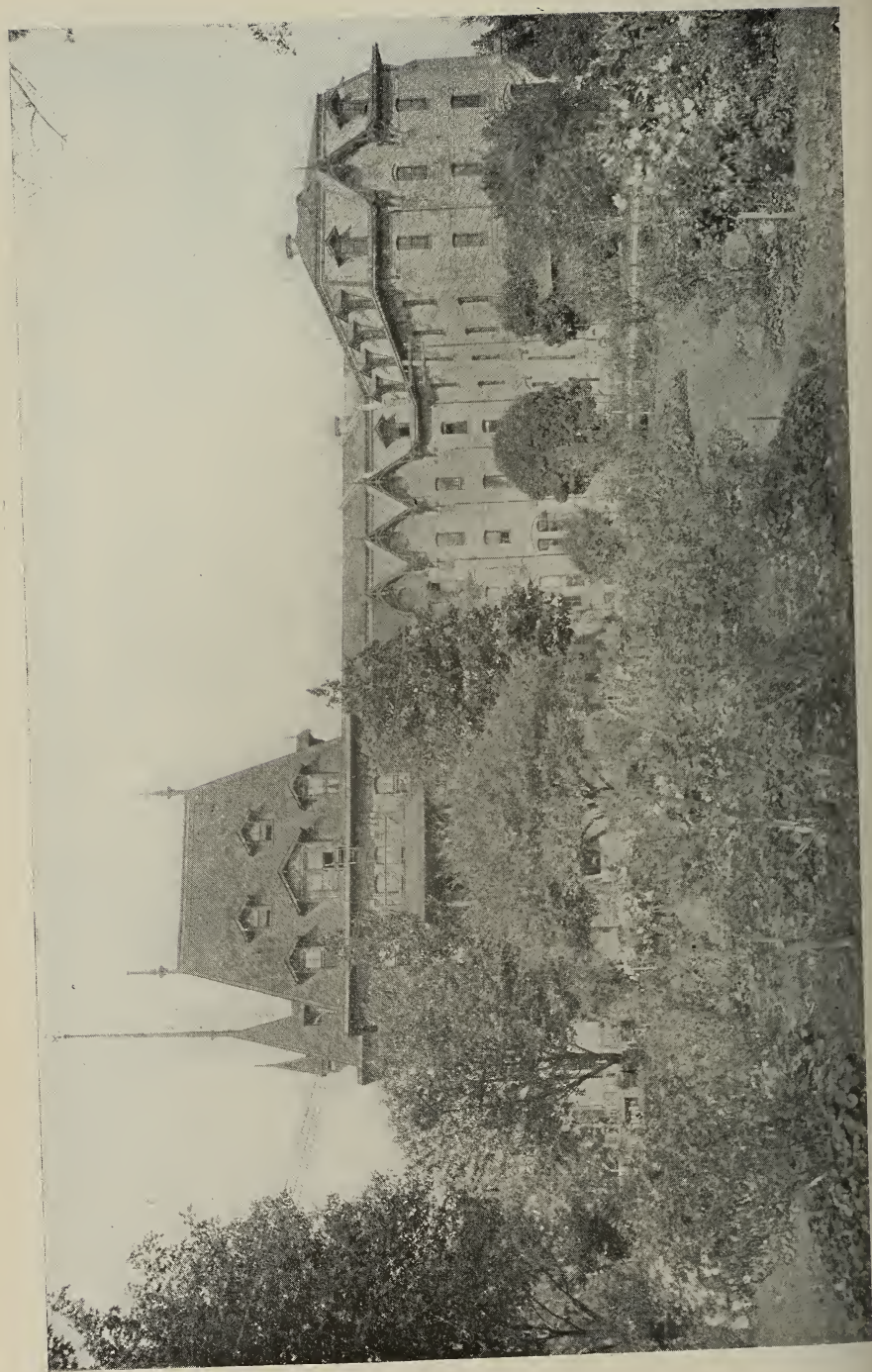
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VIRGINIA AND CLEVELAND HALLS

THIRTY-FIFTH ANNUAL

CATALOGUE

OF THE

HAMPTON NORMAL ^{AND} AGRICULTURAL

INSTITUTE

HAMPTON, VIRGINIA

FOR THE ACADEMIC YEAR

1902—1903

Hampton Institute Press
1903

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STATE CURATORS

Appointed by the Governor, for the Hampton Institute, January, 1901, for
a term of four years.

N. W. NOCK, Onancock

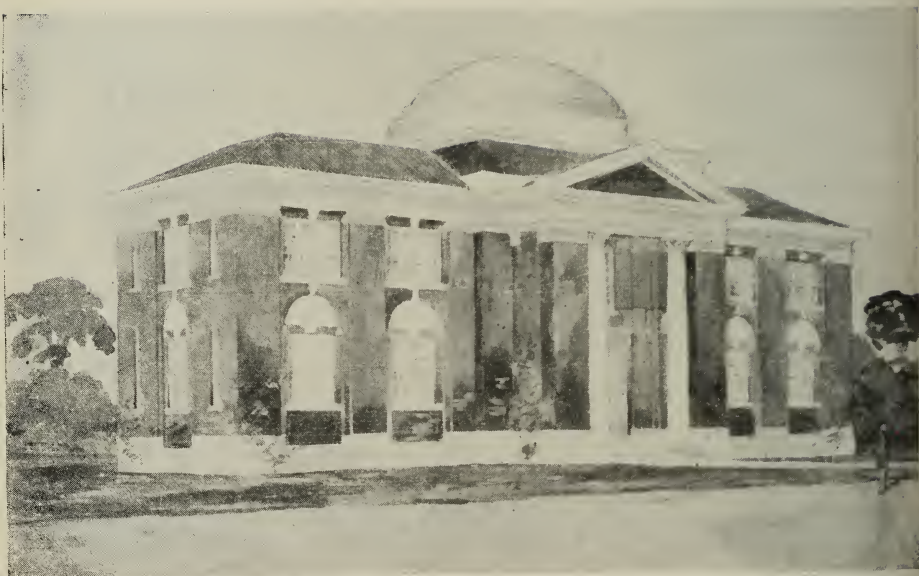
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FRANK H. ROGERS, DIRECTOR OF TRADE SCHOOL
ROBERT R. MOTON, COMMANDANT OF CADETS

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C. AUGUSTA ADAMS.....	Literature and English
BERNETTE BACHELER.....	Domestic Science
HARRIS BARRETT	Bookkeeping
MARY B. BRIGGS.....	English Composition
WILLIAM L. BROWN.....	Bookkeeping
CORA R. BRUNSON.....	Lace Making for Indian Girls
C. FRANCES BUTLER.....	History, English
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ROSSA B. COOLEY.....	Bible, Elementary Science, English
JESSIE COOPE.....	Physiology and Gymnastics
CHARLES H. DEYARMETTE	Manual Training, Tinsmithing
CLARA S. DUDLEY.....	Sewing
DORA FREEMAN.....	Bible, U. S. History, English
ANNIE M. GOODRICH.....	Geography, Arithmetic, El. Science, English
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LOUISE M. GOODRICH.....	Geography, Arithmetic, El. Science, English
ETHEL GOWANS.....	Geography, Arithmetic, El. Science, English
CLARA B. HARRIS.....	English, Arithmetic
GEORGE W. HOSFORD.....	Agriculture
GRACE B. HOUSE.....	Geography, Arithmetic, Sloyd, English
CHARLES S. ISHAM.....	Physics, Manual Training
ADDIE JAYNE.....	Geography, Arithmetic, El. Science, English
JOHN H. JINKS	Manual Training, Joinery

EMMA JOHNSTON.....	Mathematics
THOMAS J. JONES	Economics
FLORA F. LOWE.....	Arithmetic, History, Geography
LEIGH R. MINER.....	Drawing
MARY L. NEER.....	Methods of Teaching, Psychology
MARY W. NETTLETON.....	Geography
JOHN B. PIERCE.....	Agriculture
ELIZABETH RIEGGER.....	Geography, English
SUSAN H. SHOWERS.....	Geography, Bible
EDWARD SPENNIE.....	Wood Turning
HELEN C. SUTHERLAND.....	Cooking
WILLIAM S. SWEETSER.....	Chemistry, Animal Industry
ELLA R. TAYLOR.....	El. Science, Arithmetic, English
ETHEL W. WAGG.....	Geography, English, Arithmetic
MAY BELLE WARNER.....	Arithmetic, English
JESSIE A. WIER.....	Sewing, Dressmaking
JULIA F. WINTER.....	Drawing, Geography, Arithmetic, El. Science, English

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BESSIE CLEAVELAND.....	Singing
JESSIE COOPE.....	Gymnastics
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LEONORA E. HERRON.....	Library Methods
JOHN H. JINKS.....	Manual Training
LEIGH R. MINER.....	Drawing
MARY L. NEER.....	Methods of Teaching, Psychology
WILLIAM S. SWEETSER.....	Chemistry
JESSIE A. WIER.....	Dressmaking

Whittier School of Observation and Practice

MARY H. ADAIR, *Principal*.

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JENNIE D. BOOTH.....	Room 5
ADA V. BRADLEY.....	Kindergarten
BESSIE CLEAVELAND	Singing
EVALENA A. DAVIS.....	Cooking
CLARA S. DUDLEY.....	Sewing
CHARLES L. GOODRICH.....	Agriculture
MATTIE F. HOLMES	Room 4
GRACE B. HOUSE.....	Manual Training
LIZZIE A. JENKINS.....	Room 7
JOHN H. JINKS.....	Manual Training
NANNIE MCGUINN.....	Room 1
LEIGH R. MINER	Drawing
MARY L. NEER	Critic Teacher
JOHN B. PIERCE.....	Gardening

LUCY A. PRATT.....	Gymnastics
FLORENCE L. PRICE....	Room 2
BESSIE A. PRIDE.....	Room 6
M. ERNESTINE SUAREZ.....	Room 3

DOMESTIC ART DEPARTMENT

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CLARA S. DUDLEY.....	Sewing, Dressmaking
MARIE ULSAMER.....	Sewing
JESSIE A. WIER.....	Sewing
BEULAH WILDER.....	Sewing, Basketry

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BERNETTE BACHELER, *in charge*

BERNETTE BACHELER.....	Cooking
HELEN C. SUTHERLAND	Cooking

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CHARLES L. GOODRICH.....	Agriculture
GEORGE W. HOSFORD	Agriculture
JOHN B. PIERCE.....	Agriculture
WILLIAM S. SWEETSER.....	Chemistry and Animal Industry

BUSINESS DEPARTMENT

HARRIS BARRETT.....	Instructor
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JOHN W. CROSS.....	Shoemaking
CHARLES H. DEYARMETTE.....	Tinsmithing
HARRY J. DEYARMETTE.....	In charge of Accounts
CONSTANTINE DUNCAN	Blacksmithing
ROBERT ELLIS.....	Tailoring
WILLIAM H. GADDIS.....	Harness Making
ROBERT W. KEAR.....	Steam Engineering
JOHN F. LACROSSE....	Painting
DANIEL R. LEWIS.....	Drawing
FRED. J. ROBINSON.....	Machine Work
S. JACKSON SCOTT.....	Wheelwrighting
WILLIAM A. WEBSTER.....	Bricklaying and Plastering

BOYS' PRODUCTIVE INDUSTRIES

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Huntington Industrial Works

WILLIAM H. SCOVILLE.....	Business Agent
EDWARD M. HAINES.....	Sawmill
EDWARD KELLY.....	Planing Mill

Carpenter and Repair Shop

JOHN SUGDEN.....	Manager and Builder
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Paint Shop and Upholstering Department

JOHN F. LACROSSE.....	Manager and Instructor
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Printing Office

CHARLES W. BETTS.....	Manager and Instructor
-----------------------	------------------------

Home Farm

GEORGE F. DAVIS.....	Assistant Manager
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Hemenway Farm

HENRY B. JORDAN.....	Manager
SUSAN BERRY.....	Housekeeper
ALICE L. JORDAN.....	Matron and Teacher

DEPARTMENT OF DOMESTIC WORK

ELIZABETH HYDE, *in charge*

Sewing

MARY E. BRADLEY.....	Instructor of Indian Girls
MARIE ULSAMER.....	Instructor of Colored Girls

Laundry Work

E. M. SLATER	}	.....Instructors of Colored Girls
MARGARET W. TWITCHELL		
HELEN L. TOWNSEND.....		.....Instructor of Indian Girls

Housekeeping

FRANCES A. BALDWIN.....	}	Matrons
SARAH A. CLEMENTS.....		
BERTHA M. HALEY.....		
JULIA E. PRATT		
CLARA M. SNOW		
J. AUGUSTA STEVENS.. ..		
HELEN L. TOWNSEND		
JESSIE A. TOWNSEND.....		
MARY B. YOUNG		
GEORGE D. YOUNG.....		Steward

Abby May Home

MARY T. GALPIN.....In charge

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MARTHA L. WALDRON, M. D.....	}	Physicians
HARRY D. HOWE, M. D.....		
CLARA L. BLAKESLEE.....	}	Nurses
MYRA A. SHOWERS.....		
LAURA PARKER.....		

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CAPTAIN ALLAN WASHINGTON.....Assistant Disciplinarian
WILLIAM TESSMAN.....Bandmaster

LIBRARY

LEONORA E. HERRON.....Librarian
EDITH A. GILLESPIE.....Assistant Librarian
ADALINE B. ROCKWELL.....Assistant Librarian

OFFICES

WILLIAM L. BROWN.....Cashier
FRANK D. BANKS.....Head Bookkeeper
EMILY K. HERRON.....Secretary to the Principal
MYRTILLA J. SHERMAN.....

{	Correspondent of Colored Graduates
	Chief of Record Bureau

CORA M. FOLSOM.....

{	Correspondent of Returned Indian Students
	In charge of Exhibits and Entertainments

FRED. D. GLEASON.....Field Agent
J. E. DAVIS.....In charge of School Publications

SOUTHERN WORKMAN

H. B. FRISSELL.....	}	Editorial Staff
HELEN W. LUDLOW.....		
J. E. DAVIS.....		
WILLIAM L. BROWN.....		

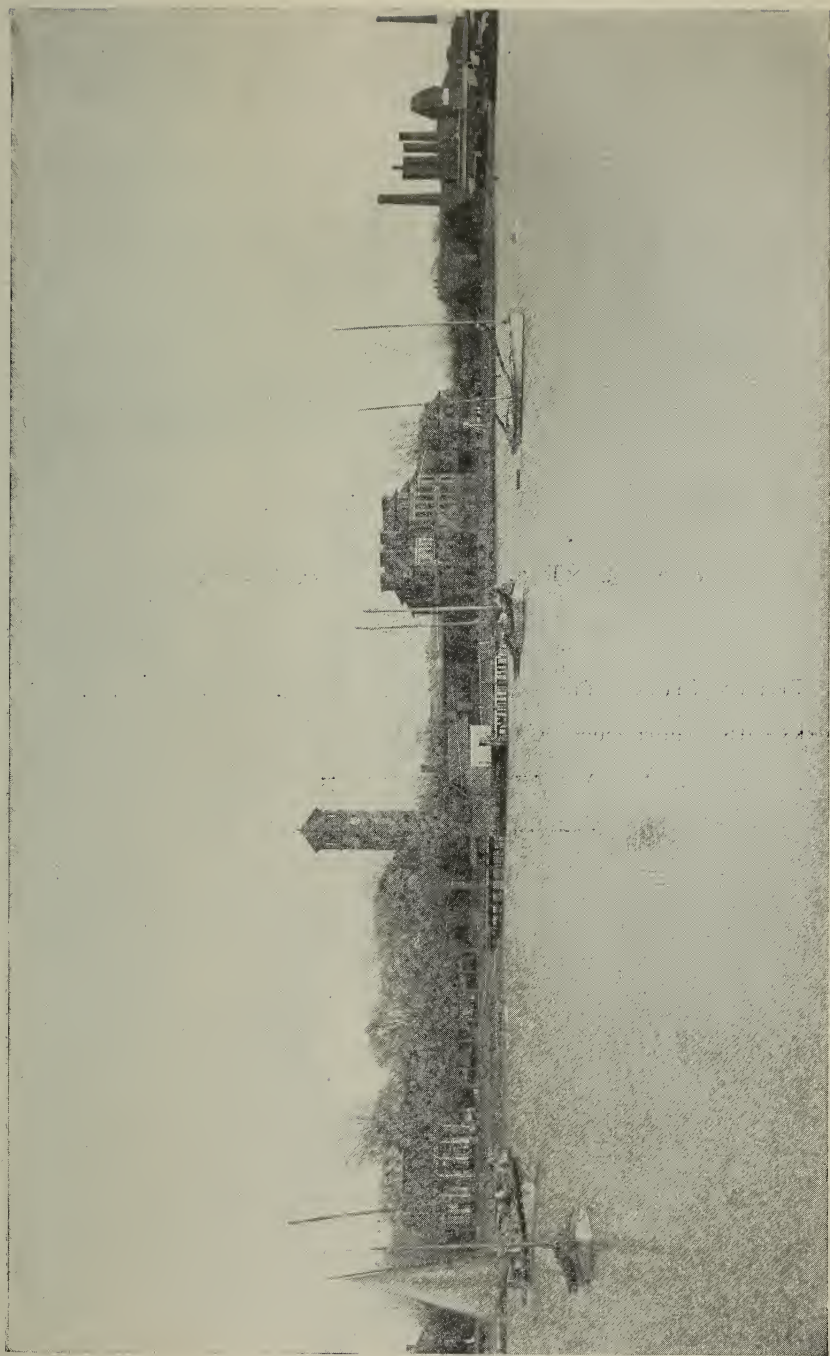
WILLIAM L. BROWN.....Business Manager

MISSIONARY DEPARTMENT

REV. HERBERT B. TURNER.....Chaplain
REV. THOMAS J. JONES.....Associate Chaplain
DORA FREEMAN.....

{	In charge of Neighborhood Mis-
	sionary Work

C. AUGUSTA ADAMS.....
FRED. D. WHEELOCK.....Secretary in charge Y. M. C. A.
EMMA JOHNSTON.....In charge of King's Daughters Circles



THE EAST WATER FRONT

CALENDAR FOR 1903-1904

SESSION BEGINS—Thursday, October 1, and continues thirty-six weeks with a short recess at Christmas.

Anniversary in April, 1904.

Commencement in June, 1904.



GENERAL INFORMATION

Situation

The Hampton Normal and Agricultural Institute is situated in Elizabeth City county in Virginia, on the Hampton river, overlooking Hampton Roads. It is two miles from Old Point Comfort and within easy reach of the town of Hampton, which is on the line of the Chesapeake and Ohio railroad. It is connected by trolley with Old Point Comfort and with Newport News, at both of which places steamers land from important Northern and Southern ports.

The school, consisting of sixty buildings, stands on a plantation of one hundred and eighty-five acres—the site of Hampton Hospital, one of the military hospitals of the Civil War. The spot is famous for the beauty of its scenery and for its historic associations. It is a place peculiarly appropriate for the location of a school devoted to Indian and Negro education, being the site of the Indian village of Kecoughtan, from which the Indians were driven by the white settlers, and near the spot where the first Negro slaves were sold in America.

Establishment and Control

The Hampton Institute was opened in April, 1868, under the auspices of the American Missionary Association, with General S. C. Armstrong in charge. In 1870 it was chartered by a special act of the General Assembly of Virginia, and thus became independent of any association or sect. It is not, as is often supposed, a government or a state school, but is a private corporation controlled by a board of seventeen trustees, representing different denominations, no one of which has a majority.

Object Started for the purpose of providing a practical education for the children of the ex-slaves, the school, in 1878, opened its doors to Indian pupils, and has since that time devoted itself chiefly to the development of Negro and Indian youth.

The aim of the Hampton Institute was expressed thirty-four years ago by its founder, General Armstrong, in the following words. It is the same to-day.

“To train selected * * * youth who shall go out and teach and lead their people, first by example by getting land and homes; to give them not a dollar that they can earn for themselves; to teach respect for labor; to replace stupid drudgery with skilled hands; and, to these ends, to build up an industrial system, for the sake not only of self-support and intelligent labor, but also for the sake of character.”

ADMISSION OF STUDENTS

Application Blanks Candidates for admission should write to the Principal, H. B. Frissell, for an application blank. This must in every case be filled out by the applicant himself, and returned to the Principal.

Applicants who are accepted will receive a card of admission which must be presented on arrival. No one will be admitted without such a card.

Young women will report, on arrival, to the lady principal; young men, to the commandant.

Examinations Examinations for 1903 will take place October 1st and 2nd. Students must report promptly for these examinations. Admission at any time other than the beginning of the term is allowed only in special cases.

Requirements for Admission *Academic Department.*—Candidates for admission to the day and trade schools must be at least sixteen years of age; to the work department of the night school, seventeen years. All applicants for admission to the Academic Department, either in day or night school, must be able to read well in books corresponding to the Third Reader; to write in a fair hand a paragraph or letter in simple English, with proper regard to capitalization, punctuation and spelling; and to pass a satisfactory examination, both in mental and written work, in the first

four rules of arithmetic, in United States money, liquid, dry and long measure, avoirdupois weight, and common and decimal fractions.

Trade Department.—The requirements for the Trade Department are the same as for the Academic Department, except for the printing and machinist's trades, for which applicants must be able to enter the Middle class of the Academic Department.

Post-graduate Departments.—Applicants for admission to the Normal, Agricultural, Business, Domestic Art and Domestic Science Departments, will, if graduates of Hampton Institute, be admitted on their academic diplomas. Other applicants must pass a satisfactory examination in the subjects included in Hampton's Academic Course. (See page 25.)

Expenses *All new students are required to deposit \$10 00 with the school treasurer as an entrance fee.*

Tuition is free to all deserving students.

Board is \$10.00 per month. This also pays for washing, fuel, lights, medical attendance (not including dentistry and optician's charges,) and a limited quantity of drugs. An incidental fee of *one dollar* a year is charged.

Books —The estimated cost of books, payable by new students in cash, is as follows :

For Junior year.....	\$5.00
“ Middle “	6.00
“ Senior “	8.00

Method of Payment The cost of board is usually paid partly in cash and partly in labor.

Work Students.—Students who are without means to pay their board in cash, may be admitted to the Work Department of the night school. If they are able-bodied and good workers, they may be able, by working all day and attending evening classes for a year, not only to earn their board for that year, but to accumulate a balance with which to pay a part of their board after they enter the day or trade school.

Trade Students.—Students in the Trade Department attend night school. They receive instruction in their trades five days in each week, and are allowed one day in each week, if necessary, when they may earn part of their board at unskilled labor.

Day-school Students.—Students in the Academic and Post-graduate Departments attend school either four or five days each week, and work for a part of their board on the remaining one or two days.

Wages

While, in most cases, able-bodied, good workers can earn from \$3.00 to \$5.00 a month by working one or two days each week, the school *does not guarantee* that each student shall earn a fixed sum regardless of the value of his or her labor. The rate of wages varies according to the real value of the work done.

Students' labor is accepted as pay only when it is satisfactory. When it is not satisfactory the student is liable to suspension from school, although his standing in other respects may be good.



A Hampton Girl's Room

The earnings of students are held as a bond for the fulfilment of their purpose of getting an education at the school, and can be used only for their support while there. If pupils are sent away or leave without permission, these earnings may be used for the benefit of needy students, at the discretion of the Faculty.

Accounts

Accounts are made out in the treasurer's office, and handed to the students about the 15th of each month. Each student is also required to keep his own personal

monthly account, to be verified by the proper authorities. Parents should see that what may be owing the school is paid promptly.

Bills should be paid in cash within one week after the accounts are received. Those who fail to pay are liable to suspension from recitations until payment is made, but will be required to attend all other exercises, including religious services, study-hours and drills.

No student who has left the school for any cause can re-enter until all back bills are paid.

SPECIAL REQUIREMENTS

Public Worship

There are devotional exercises daily at which students are required to be present. They are also required to attend Sabbath-school and church on Sunday.

Scholarship Letters

The tuition of students is paid by benevolent persons or societies in yearly scholarships—seventy dollars for academic, and thirty dollars for industrial instruction.

Every student is required to write a letter of thanks for this assistance.

These donations are for the salaries of teachers and have nothing to do with board bills. Any student may be dropped from the school who shall be considered unworthy of this scholarship aid.

Clothing

Girls.—Every girl must bring rubbers and a waterproof, or money to purchase them. Those entering the Work Department will be expected to provide

themselves with plain, easy-fitting wash dresses and aprons, and will be expected to wear Warner waists instead of corsets. All the girls take gymnastics unless excused by the resident physician. Gymnastic suits are made at the school and cost \$2.50. In order that all suits may be alike, girls are requested not to provide suits before coming.

Boys.—The school uniform is navy blue, and consists of a plain sack coat, trousers, and military cap. Every young man is required to provide himself with a school cap immediately upon his arrival. This uniform is to be used always except when at work.

Lower-cost working suits, uniform in style, are provided, and students are expected to wear these or the regular school uniform while connected with the school.

Parents are requested *not* to provide suits for their sons before sending them to the school, but to invest the money in uniform

which are made in the Tailoring Department of the Institute, and can be purchased at reasonable prices. Young men can also procure underclothing from the school store. Cost of uniform:

Coat	\$7.25
Trousers	4.50
Vest	2.00
Cap	1.00

All students are required to bring their own towels.

The young men are under military discipline. They are all members of the school battalion and are required to drill without arms, to perform guard duty, and to police the grounds.

Discipline

Low or profane language will subject students to severe discipline. They are liable to fine, reprimand, confinement, or other necessary punishment. Card playing and the use of ardent spirits and tobacco, either on or off the grounds, are prohibited to students connected with the school.

The young men are not allowed to retain fire-arms in their possession.

Letter-writing is subject to regulation. Students' rooms are subject to inspection and regulation by the proper officers at all times.

Students are not expected to leave the school grounds without permission.

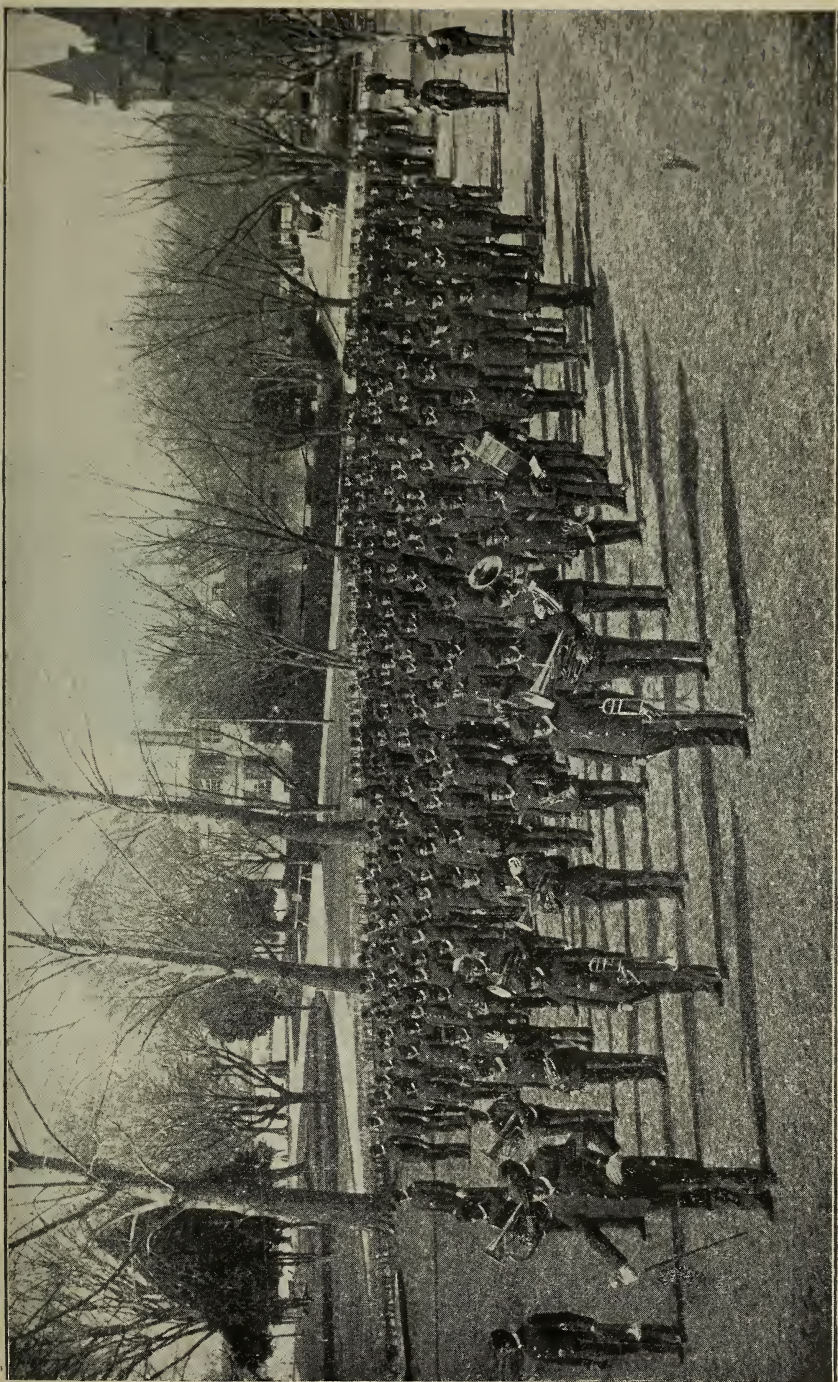
Every student who enters the school agrees to submit to its discipline. The first year is especially probationary, and students are subject to prompt suspension or discharge for an unsatisfactory record in regard to study, conduct, or labor. Five zero marks in conduct amount to one warning. Students receiving three warnings or fifteen zero marks will be liable to suspension. Those who are thus suspended will not be permitted to remain at the Institute while waiting for money to take them home.

Night-school students remain on the grounds throughout the entire year, with a vacation from class-room work during the summer months. Legal and special holidays are observed.

For further information, address

H. B. FRISSELL, *Principal*,

Hampton, Va.



The School Battalion



Memorial Church and Library

ACADEMIC COURSE

THREE YEARS

For Day and Evening Classes

For requirements for admission, see p. 18

JUNIOR CLASS

Agricultural Science

Five months during fall and spring are devoted to introducing the pupils of this class to Plant Life, Soils, and Insect Life. The object of the work is to arouse an interest in nature and to teach some facts which are useful on the farm. The following is a brief detail of the topics studied :

Plant Life.—Principal parts of plants and the use of these parts to man ; how these parts grow and what they do for the plant ; conditions necessary for each part to make its best growth and to do its best work for the plant and for man ; how to bring about these conditions on the farm.

Soils.—Relations of soils to plants ; sand, clay, humus ; how soils are made ; work of sun, water, ice, air, plants, and earthworms in making soils ; soil conditions which affect plant growth ; relation of soil to water, heat, and air ; plant food in the soil ; how to bring about and maintain soil conditions which favor plant growth.

Insect Life.—General structure, metamorphosis, and habits are studied in grasshoppers, squash bugs, beetles, flies, moths, and butterflies ; the habits of other insects common on the farm are studied as they are found during field excursions.

These three divisions of the subject are taught as separate and distinct topics, an attempt being made to impress the student with the close relations existing between them, and the interdependence of each on the others. The work is conducted by observation and experiment in field and class-room, by written exercises, and by discussions.

Physics Elementary lessons on matter and some of its properties. Force of gravitation. Comparison of masses of equal volume. Atmospheric pressure and use of barometer. Principle of lifting pump; of force pump. Liquid pressure at different levels. Pascal's Law. Principles of spring and platform balances.

Heat.—Thermometers. Expansion of solids and liquids. Radiation from different substances. Principles of ventilation. Phenomena of boiling, singing, evaporation and distillation, dew, frost, rain, snow and hail.

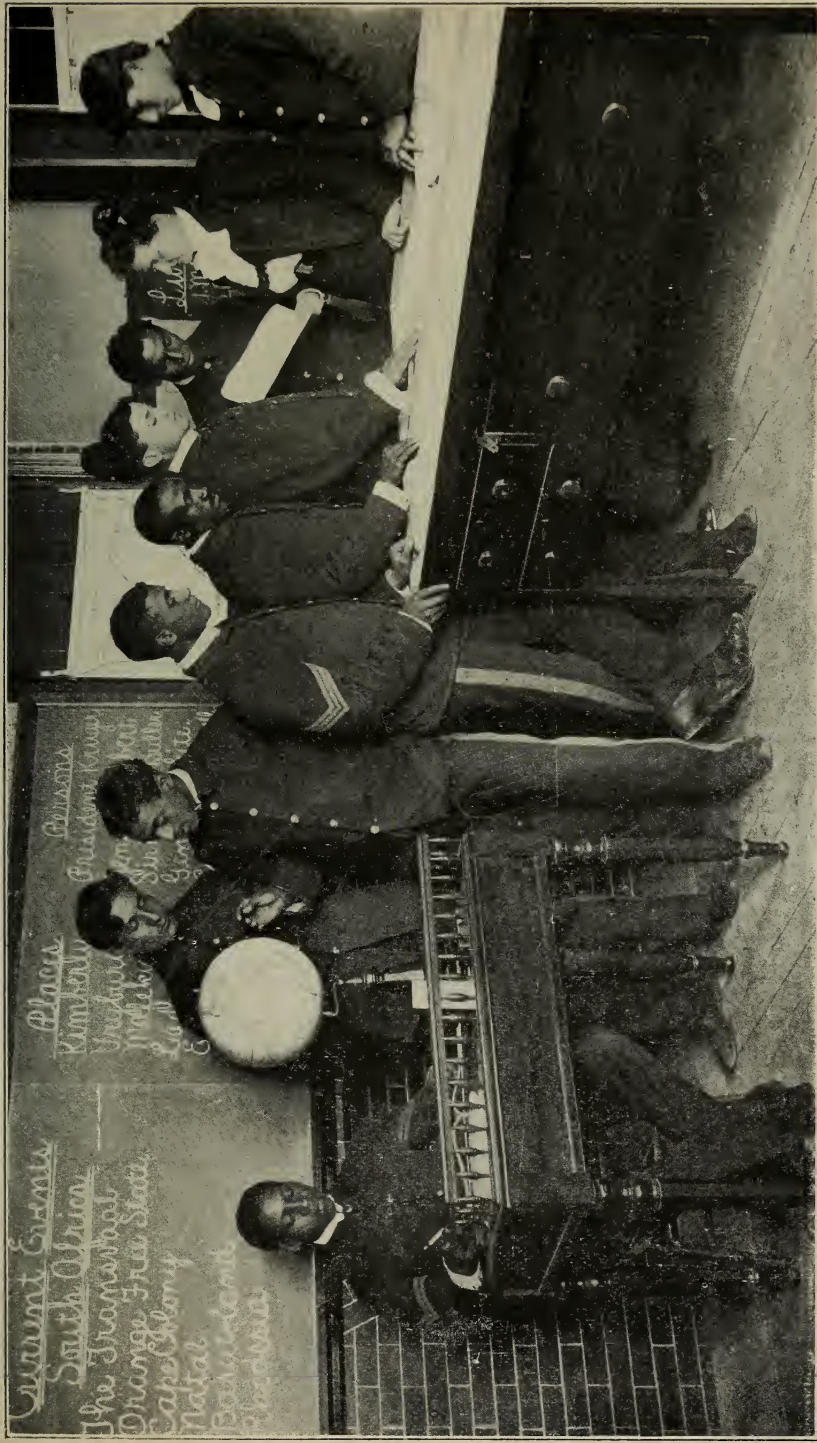
Light.—The law of reflection from a mirror. Shadows. Law of inverse squares. Refraction in water. Images in a plane mirror.

The work of this year is entirely qualitative. The students are required to reproduce the lessons both orally and in writing. The aim is to encourage the student in correct observation and expression and to arouse an interest in familiar things, which will be of use in after life.

Chemistry (*For Laundry Girls*) This includes laboratory work upon acids and alkalies, hard waters and "breaking" agents, solvents and emulsifiers, saponification, and blueings. The aim in this short course is to familiarize the operator in the laundry with the important principles which underlie the best laundry methods, and to make of the laundry girl a thinking and questioning worker.

Hygiene The course is made to bear as close a relation as possible to the lives of the students and they are urged to study the conditions about their own homes. Lessons in emergencies are given, students being required to make and apply bandages, adjust splints, make tourniquets, and perform artificial respiration. The prevention and care of consumption is studied; also the care of other diseases. The necessary experiments in physics and chemistry are performed to make clear the principles underlying the subject. Simple apparatus, made by students as far as possible, charts, and market specimens are used for illustration.

Geography I. *The World as a Whole.*—This study is taken up in connection with current events, a discussion of which forms a part of the regular geography course. Using the daily news as a basis, students are taught or reviewed in the following topics of world geography:—



Class in Current Events

1. Continents, oceans and grand divisions.
2. The people and industries of different countries.
3. The zones and the heat belts.
4. The life of the heat belts.
5. Location of leading countries and cities of the world.

II. *Home Geography*.—

1. The field excursion, in which are studied beaches and sea life, marshes and tidewater rivers, and the formation of rocks and soils.
2. The weather record, and observations on tides and currents.
3. Local history and geography, in which the following topics are considered :—
 - a. Hampton and its industries.
 - b. Places of interest in and around Hampton.
 - c. Historical places in the vicinity.
 - d. Geography and history of Virginia.

III. *Changes in Land Surface*, taught under the following heads :

1. Highlands.
2. Coasts.
3. The wearing away of lands.
4. Slopes, rivers and divides.
5. Building up of lands.

IV. *North America*, studied with especial reference to physiography, climate and distribution of people, with a brief study of countries north and south of the United States.

V. *The United States*.—Emphasis is here laid upon production and resources, manufactures, commerce and trade centers, and a special study is made of New England and the Southern States.

VI. *Territories and Dependencies of the United States*.—Alaska, Cuba and Porto Rico. The Hawaiian Islands, Guam and Samoa, The Philippines.

VII. *South America*. A brief study, comparing with North America as to physiography, climate, products, resources, industries, commerce, people, etc.

Note.—Not all of these topics are fully treated in one year's work in the day school. Night-school classes in the first year devote themselves mainly to a preparatory study of the world as a whole, and to home geography, taking up meanwhile the elementary science upon which later geography work is based. The work of the Junior grades of such classes is completed in the following year in either day or night school.

Fractions, decimals and compound numbers finished.

Arithmetic Simple work in mensuration. Percentage begun.

Mental arithmetic. Outdoor work. A study of the comparison of magnitudes is found helpful to the industrial side of the work. The Mechanic's Arithmetic, and Giffin's "Lines, Area, Volume, Bulk, Percentage," are used. All students are required to keep an account book, showing monthly receipts and expenditures.

Reading and English I. *Selections.*—

Irving's Rip Van Winkle and Legend of Sleepy Hollow. Ruskin's King of the Golden River. Dickens's Christmas Carol. American and English History Stories. Readings from Nature's Book. Up from Slavery. Miles Standish or Hiawatha.

Patriotic Selections—Life of Lincoln, Life of Washington, Judson's Civic Reader. Selected poems from Longfellow, Whittier, Lowell, Tennyson, Dunbar.

II. *Constructive Work.*—

Abbreviations and contractions. Singular, plural and possessive forms. Verb forms. Recognition of the parts of speech. Complements and objectives.

III. *Composition.*—

The paragraph. Letter writing. The making of outlines. Dictation, reproduction and description, based on the experiences of the students, on the selections read, and on science and geography lessons.

Old Testament History from the Creation to the Is-

Bible Study raelitish Kingdom, including stories of the early races, lives of the Patriarchs, the Exodus, the wandering in the wilderness, the conquest of Canaan, and the period of the Judges—Genesis to Ruth inclusive.

Normal Music Course (Holt System). 1. Tone drill.

Vocal Music 2. The major scale in nine positions. Scale writing. Intervals. Sight reading in parts. In this year the charts and readers of the Normal Course are used, together with a great deal of supplementary music reading.

Drawing Brush work. Elementary color. Original designs in color for cards and book covers in connection with English work. Picture study. Room decoration.

Work illustrative of academic branches in pencil, crayon, charcoal and color.

Color work from plant and insect forms illustrative of nature study.

Penmanship Vertical writing taught. Letters classified, movement drill given, special attention paid to position of body, and hand practice on the blackboard and with pen and paper.

Gymnastics The Swedish or Ling System is followed, and a large gymnasium in Academic Hall has been fitted up with Swedish apparatus.

The gymnasium drill includes floor work, exercises on apparatus



A Game of Basket-Ball

and gymnastic games. The floor work embraces all the fundamental positions of the body, bending, twisting, jumping, running, marching, etc, special stress being laid upon breathing exercises and the position of the chest.

The apparatus comprises stall bars and benches, straight and slanting ropes, double boom, jumping standards, and balance teams.

It is the purpose of the gymnastic games to train in swiftness and exactness both mind and body, and at the same time to afford a pleasant relaxation from the military discipline in the other part of the drill. The popular game of basket-ball has been introduced, together with others no less interesting and beneficial.

Muscular development is not the aim of the gymnastics—we do not strive to produce athletes, but rather to train the muscular and nervous systems together, and to strengthen the heart and lungs upon which the welfare of all other organs depends.

It is very natural that students should assume comfortable positions while studying or working, totally regardless of the effect such positions may have on the body. The first object of gymnastics is to counteract the evils resulting from these habitually sustained, incorrect positions, to improve the general carriage, to bring about healthy respiration, and to tone up the whole body.

Anthropometric measurements are taken at the beginning and close of the term to find the improvement and express it in figures. The lung capacity is tested every month.

For Boys. Course in Bench Work requiring 100 hours.

Manual Training Exercises consist of the following.—Measuring on a plane surface with rule and knife, squareing with try-square, gauging with marking gauge, sawing to a line with rip, cross-cut, and back-saw, planing to surface, testing with steel square and by sighting, planing to size with sides square and true, planing ends smooth and true with block plane, lining rough lumber with straight edge and pencil, making the half joint or box halving, making the dado or cross groove, nailing butt joints, mortising and tenoning, boring, making joints fastened with screws, glueing, making a smooth surface with plane, scraper, and sand paper.

Grooved work, making mitre joints, making irregular bevels, making dovetails, laying out and sawing curved work.

In connection with the above course in bench work, each exercise is first worked in free hand or mechanical drawing from a model; the model is then set aside and a reproduction made from the drawing.

The above principles are applied in the construction of finished models which may be used by the student, such as boxes for collars, cuffs, neckties, etc, bookshelves, inkstands, printing frames, picture frames, drawing boards, Tee square, etc.

For Girls. Course in Sloyd.—The Junior classes devote from two to three hours per week to sloyd. Their work includes the course as arranged for the first and a

**Manual
Training**

part the second year for grammar schools. They are required to make working drawings for a part of the models; others they make from drawings placed upon the board by the teachers. The regular course of models is given below, together with the exercises upon which they are based. To this course have been added from time to time, supplementary models adapted to the needs and qualifications of the individual pupil.

The model presented must appeal to the interest of the worker, and should be useful from her standpoint.

It must be aesthetically good.

It must be sufficiently difficult of execution to call out a vigorous exercise of the best efforts of the worker, while at the same time it must be sufficiently within her powers to admit of fairly successful achievement.

The classes are conducted on the plan of both class and individual work; class work whenever every individual may be reached by it; individual, when especial attention is required.

We endeavor to find such supplementary models as shall reach the daily interests and experiences of the student—something that shall touch both what they do know and care for, and that which they are growing to know and care for. We seek to develop character through a cultivation of concentrated effort, sound judgment, habits of forethought, neatness, accuracy, industry, and honesty of work, and incidentally a practical knowledge of materials and tools.

Models.—1. Wedge. 2. Flower Pin. 3. Flower Stick. 4. Penholder. 5. Tool Rack. 6. Coat Hanger. 7. Cutting Board. 8. Flowerpot Stand. 9. Flowerpot Stool. 10. Bench Hook. 11. Hatchet Handle. 12. Corner Bracket. 13. Hammer Handle. 14. Key Board. 15. Paper Knife. 16. Ruler. 17. Towel Roller.

Exercises.—1. Straight whittling. 2. Oblique whittling. 3. Cross whittling. 4. Point whittling. 5. Sandpapering (without block). 6. Rip sawing. 7. Narrow surface planing. 8. Squaring. 9. Boring with drill-bit. 10. Fitting a peg. 11. Curve whittling. 12. Cross-cut sawing. 13. Gauging. 14. End planing (in bench hook). 15. Boring with auger bit (vertical). 16. End sandpapering (with block). 17. Curve sawing. 18. Smoothing with spokeshave. 19. Boring with bradawl. 20. Broad surface planing. 21. Vertical chiseling. 22. Horizontal boring. 23. Filing. 24. End planing (without bench hook). 25. Nailing. 26. Sinking nails. 27. Making halved-together joints. 28. Countersinking. 29. Glueing. 30. Screwing. 31. Modeling with spokeshave. 32. Scraping. 33. Beveling with spokeshave. 34. Oblique planing. 35. Spacing with compass. 36. Veining. 37. Carving. 38. Wedge planing. 39. Filing edge. 40.



A Class in Sloyd

Notching. 41. Punching. 42. Beveling edge with jack-plane and file. 43. Boring with centre bit. 44. Planing a cylinder. 45. Fitting axle.

Course in Sewing—Two periods a week to each class. The object of the work is to give each pupil a thorough knowledge of the stitches used in plain sewing—basting, running, overcasting, back-stitching, overhanding, hemming, felling, blind-stitching, cross-stitching. Each student makes for herself a book containing samples of the different kinds of work.

Course in Cooking.—Two lessons per week for four months. Special emphasis placed upon the care of a house: discussion of best methods, and practical work done; care of kitchen, and of kitchen utensils; sweeping and dusting and care of brooms, brushes and dusters; cleaning of windows; cleaning of silver; care of dining-room, and washing of glass and china; care of bath-room, daily care of and weekly cleaning of bed-room; scrubbing of floors; care of kerosene lamps.

Cooking of simple breakfast dishes; preparation and serving of individual breakfast and of family breakfast; breadmaking.

MIDDLE YEAR

Agricultural Science The work of this year is based directly on the principles taught during the Junior year.

Soil Water.—The effects of a surplus of water and of a scarcity of water on the conditions necessary for germination and plant development.

Farm Drainage.—How to drain. The effects of drainage on the conditions necessary for plant growth.

After-Cultivation.—Its effect on the conditions necessary for plant growth, and especially its effect on soil water.

Rotation of Crops.—Its effect on the conditions necessary for plant growth as compared with the effects of the one-crop system.

Plant Propagation.—By seeds, by parts of the plant—separation, layering, cutting, grafting, budding.

Insects and Plant Diseases.—How they injure plants and how to check their destructive effects.

Manures and manuring.—Farm Manures. Commercial fertilizers.

I. *The World as a Whole*.—

- Geography**
1. The motion of the earth.
 2. Winds and rainfall.
 3. Ocean currents.
 4. Observations on tides.
 5. Climate, studied from the standpoint of cause and effect.

II. *Eurasia*.—Physiography, climate and life belt.

III. *The Countries of Asia*.—Study of China, Japan, India and Southwest Asia with special reference to people, customs, industries, and character of civilization.

IV. *Oceania*.—A brief study of Australia and the East India Islands.

V. *Africa*.—

1. Physiography and climate.
2. Production and resources.
3. People, trade and customs.
4. Special study of sections—Egypt, The Soudan, The Kongo Basin, South Africa.

VI. *Europe*.—

1. Review of physiography and climate.
2. A study of the countries of Europe by historical sequence showing the development of European civilization, and grouping the work, where practical, around great men and great events.
3. Summary of resources and industries, comparing with those of other Old World countries, and also with those of North America.

Note.—Students are required to summarize their work frequently in the making of maps, charts and tabular views, in sand modeling, and in descriptions and essays on special subjects; and they are referred constantly to pictures, books of travel, history and government as a stimulus to broader study.

Arithmetic Advanced work in Mensuration. Practical applications of percentage, including commercial and bank discount, simple interest, etc. Accounts continued. Mental Arithmetic. Practical talks on business.

I. *Selections.*—

**Reading
and
English**

Tappan's English History, Irving's Westminster Abbey and The Voyage, Scott's Ivanhoe, Hawthorne's Great Stone Face and Other Stories, The Future of the American Negro.



A Lesson at the Sawmill

Patriotic Selections, including Lincoln's Gettysburg Speech and First Inaugural, Lamb's Tales from Shakespeare, with readings from *The Merchant of Venice*.

Selected poems from Tennyson, Scott, Holmes and Miscellaneous Sources, Longfellow's *Evangeline* and Whittier's *Snow Bound*.

II. *Constructive Work.*—

Simple, complex, and compound sentences. Uses of relatives and connectives. Natural and inverted order of sentences. Complements and objectives. Uses of participles and infinitives.

III. *Composition.*—

The paragraph, contraction, expansion, unity. The making of outlines.

Narrative and descriptive writing based on the selections read, on Bible, history and geography lessons, and on outside and school experiences of students.

United States

History Brief course in English History, as a basis for a study of American institutions. America before its discovery by Columbus. The Norsemen. Great explorers and discoverers and their work. Claims and settlements of different nations in America. Life in colonial times. The struggle for supremacy in America. The struggle for independence. The constitution of the United States. The administration. Financial questions. Acquisition of territory. Slavery in the United States. Foreign relations. Great inventors and inventions. Great statesmen and their work. Great authors. Growth and progress of the United States in the nineteenth century.

Map drawing. Essays. Study of current events. The news of the day is brought in by students on four mornings of each week, and twenty minutes are given to its discussion. Special attention is given to such items as bear on the principles of organization of government and to such as illustrate the great economic laws.

Bible Study The History of the Israelitish Kingdom. Captivity. Restoration. The study of the prophets in their historical setting. Book of Samuel to Malachi, inclusive.

The historical connection between the New and Old Testaments. The fulfilment of prophecy as shown in the life of Jesus Christ. Christianity contrasted with Judaism.

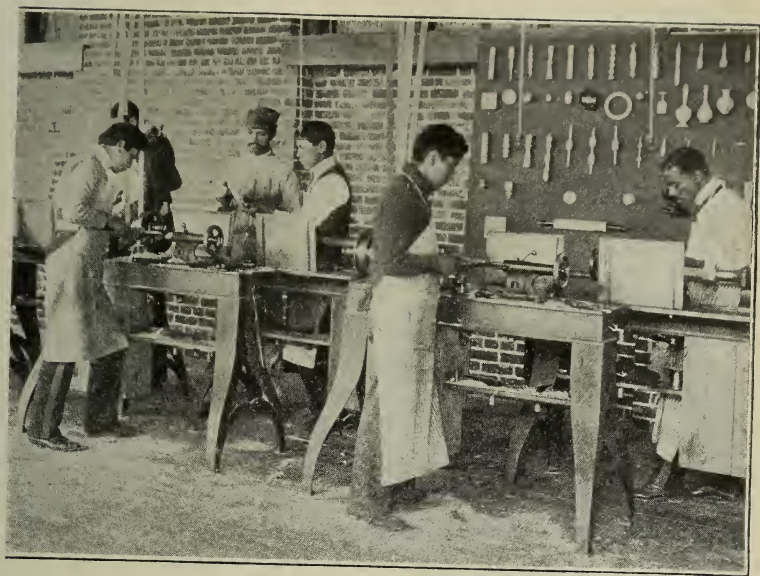
Vocal Music Review of the major scale. Minor scale in eleven positions. Continuation of written work begun in Junior year. Chromatic scale. Extended sight reading.

Drawing Illustrated talks on room decoration, developed by drawing of individual rooms with treatment of wall spaces. Free-hand perspective. Original designs from plant forms executed in color harmonies. Designs and studies in color, illustrative of academic branches. Sketching from the figure in silhouette and color. Outdoor sketching.

Gymnastics—Continued from Junior year.

Manual Training

For Boys. Course in Wood Turning, requiring about 120 hours. Turning between centers, centering, roughing with gouge, turning to size, testing with cal-



Class in Wood Turning

ipers, smoothing with skew chisel, measuring and cutting to length, turning straight tapers, outer curve, inner curve, combination of curves in making chisel handle, testing by the eye, cutting shoulders, cutting beads, cutting flute, turning section on square piece, sandpapering, polishing with shellac.

Face Plate Work.—Knob, corner block, match box, barrel, vase, napkin ring.

In connection with the above exercises there are taught the following.—Reading drawings, lessons on materials used, care of lathes with names of parts.

Course in Tinsmithing, requiring about 100 hours.—Laying out and developing patterns for cylinders, cones, pyramids, and other geometric forms. Cutting to straight and curved lines, joining edges by seaming, riveting and soldering. Making up useful articles, such as a tin cup, square pan or box, covered pail, dustpan, etc. two and three-piece elbows in stove pipe, making T joints, Y joints, sheet-iron dripping-pan, and chimney top. Use of fluxes on tin, galvanized iron, copper, lead and zinc. Use of all the common tinner's tools and machines.

Manual Training

For Girls. Sewing.—Continuation of the work of the Junior year. Each student cuts and makes herself a full set of underclothes.

Cooking.—Two lessons per week for four months. Table setting and table-waiting; some instruction in food-value of foods; cooking of vegetables, cereals, eggs, meats, soups, simple desserts, breads and other flour mixtures; making of tea and coffee; soap-making; yeast-making; canning.

SENIOR YEAR

Agricultural Science *Animal Industry.*—Breeding, care and management of horses, dairy cattle, poultry, sheep and swine. Dairying, including care and testing of milk, methods of creaming, ripening, churning, etc. Principles of stock-breeding. Principles of stock-feeding.

The student is made familiar with the different types and breeds by bringing the animals into the class-room and taking the classes into the stables and poultry houses. The latter method also affords an opportunity for observing the construction of farm buildings and the general management of live-stock.

Physics A study of gravitation, atmospheric pressure in liquids, cohesion, adhesion, heat and light, the aim being to give the necessary scientific groundwork for the teaching of geography, physiology and agriculture; and more especially to prepare the students for the teaching of elementary physics. Part of the year is spent in the construction of simple apparatus to be used by the teachers in rural schools.

First Aid to the Injured *For Girls.*—Instruction in the care of the sick-room, and the small attentions necessary to the comfort of an invalid. Health Laws. Ventilation. Influences of heredity. Preparation and use of domestic remedies and disinfectants. Sanitary care of the home.

Mathematics A simple, practical course in bookkeeping. Inventional geometry.

Literature and English In choosing selections for study in the Senior year, three thoughts have been kept in mind:—(1) To acquaint pupils with a number of the leading forms of literary production. (2) To correlate the literature with the study of history, English and economics. (3) To study selections that will have an ethical value to students. In pursuance of this plan the following studies have been arranged for the present year.

I. *Selections.*—

The Essay—Channing's Self-Culture. Macaulay's Warren Hastings, and Milton. Bacon's Studies—Truth. Emerson's Compensation.

The Allegory—Bunyan's Pilgrim's Progress.

The Drama—Shakespeare's Julius Cæsar.

Patriotic Selections— Webster's Bunker Hill Oration, Adams and Jefferson. Burke's Conciliation with America. Dr. Hale's The Man Without a Country.

Poetry—Scott's Lady of the Lake. Lowell's Vision of Sir Launfal, Commemoration Ode. Selections from Tennyson, Holmes, Longfellow.

II. *Constructive Work.*—

The study of the verb. Grammatical analysis. Word studies and synonyms. Punctuation.

III. *Composition.*—

The Paragraph—Unity, transition, analysis.

The Theme—Analysis of essays studied. Independent construction of themes.

Kinds of writing—

1. Descriptive and narrative essays and character studies based on the selections studied.

2. Argumentative writing based on work in economics. Debates on practical subjects, with instruction and practice in the making of briefs.

Figures—Some study of the most common figures of speech, with suggestions on the rise and abuse of figures.

Civics

During the first half of the year special study is given to the duties and rights of American citizenship.

The study begins with government in the family, the school, the township, the country, the state, and culminates in the larger functions of the government in our Federal institutions. Special emphasis is laid upon the moral obligations of the citizen and the officer in relation to the state and to society. Dole's American Citizen is made the basis of the course, with parallel studies in Macy's Our Government, and Fiske's Civil Government.

The second half of the year is spent in a study of the elementary principles of economics and sociology, with special reference to American conditions, particularly those relating to the survival and progress of the Negro and Indian races. Bullock's Introduction to the Study of Economics, Laughlin's Elements of Political Economy, Giddings'

Elements of Sociology, DuBois's *The Philadelphia Negro*, Washington's *Future of the American Negro*, and the bulletins of the U.S. Department of Labor, constitute the principal reading of the class.

Conditions necessary for developing early civilization.
History Parts of the Old World where these conditions existed. Ancient oriental civilization. Greece. Rome. Gifts of early civilization to modern civilization. Origin of the modern nations of Europe. The Dark Ages. Charlemagne and his Empire. Mohammed and the Saracenic Empire. The Feudal System. Chivalry. The Crusades. The Revival of Learning.

Rise of modern nations. Fall of Constantinople and its effect on Europe. Decisive battles of the world's history. Biographies of great men of different periods.

Map drawing. Essays. Current events.

Vocal Music Writing major and minor scales in eleven positions. Transposition. Extended work in intervals. Advanced sight reading.

Drawing Illustrated talks on matters of taste. The framing and hanging of pictures.

Methods—including the actual working out of a course.

Gymnastics.—Continuation of work of preceding years.

Manual Training *For Girls. Sewing.*—The object of the Senior course in sewing is to enable each young woman graduating from Hampton to draft, cut, and make her own dresses.

Drafting.—Drafting and cutting of skirts and waists.

Dressmaking.—Making models of dresses which afford practice in designing, putting together, and finishing lined suits.

Each pupil makes a wash dress for herself.

Manual Training *For Boys. Course in Forging, requiring about 120 hours.* The building and care of fires. Heating the iron. Drawing square iron to a point, to flat, to bevel, and to round. Drawing from round to square, from square to octagon, from octagon to round. Bending rings of round and flat iron. Pointing and bending a staple. Drawing, bending, and twisting in making a hook. Upsetting and forming square and hexagon head bolts. Punching and cutting square hexagon nuts. Bending, twisting, and punching flat iron.

Upsetting, drawing, bending, punching, and chamfering square angle piece. Upsetting, welding, forming, and punching, introducing case hardening in making heading tool. Drawing and upsetting nails

and rivets in heading tools. Butt welding. Bending, scarfing and welding in washer making. Bending and welding in making chain.

Forming, punching, slotting, and bending a hasp. Laying off and forging diagonal brace. Forging eccentric strap. Drawing out, bending, and threading eyebolt with ring. T welding. Jump welding steel. Forging S wrench.

Drawing cast steel and introducing tempering in making cold chisel. Forging and tempering flat drill. Forging and tempering hammer. Drawing, bending, punching, and tempering arch spring. Forging and tempering lathe tools. Welding steel to iron. Forging blacksmith's tongs.

In connection with the above course will be brought in the reading of drawings; the construction of iron, steel, etc; the study of fuels and their combustion; the study of tools and their parts.

In place of blacksmithing, Senior boys are sometimes allowed to take mechanical drawing or to spend their time in some of the various trade departments of the school.

Observation and Practice.—At the Whittier Training **Normal Work** School. Methods of teaching the elementary English branches and the various forms of manual training especially adapted to rural schools. The Whittier-School garden is studied as a type of the country-school garden.

Elementary Psychology.—General introduction. Physiological basis of mental life—nerve cells, law of habit. General characteristics of mental life. Function of mental life. Unlearned reactions—instincts. Learned reactions. Sensations. Perception. Apperception. Attention. Association—order of thoughts. Imagery. Discrimination. Reasoning. Emotions. Purposive action. Suggestion. Interests.

Throughout the course the pupils will, through observation and introspection, illustrate the various topics discussed. Especial attention is given to the discussion of the application of psychological facts to teaching.

HOME TRAINING FOR GIRLS



The principal objects of the training given to girls at Hampton Institute are as follows:

First.—To enable them to make good homes.

Second.—To send out strong, teachers, well equipped for both academic and industrial teaching.

All the house-
Housework work in the girls' dormitories and teachers' rooms, including chamber-work, sweeping, dusting and scrubbing, is done by the girls.

In the school's
Laundry Work steam laundry the girls do all the washing and ironing of the students' boarding department and the Teachers' Home. The

following course in the chemistry of laundry-work is planned for the students who are engaged in this industry.

Chemistry of Laundry Work.—This includes laboratory work on acids and alkalies, hard water and "breaking" agents, solvents and emulsifiers, saponification, and blueings. The aim in this course is to familiarize the operator with the principles which underlie the best laundry methods, and to make her a thinking and questioning worker.

Junior Year.—Two lessons per week for four months.

Cooking Special emphasis placed upon the care of a house: discussion of best methods, and practical work done; care of kitchen and of kitchen utensils; sweeping and dusting and care of brooms, brushes and dusters; cleaning of windows; cleaning of silver; care of dining-room, and washing of glass and china; care of bath-room; daily care of and weekly cleaning of bed-room; scrubbing of floors; care of kerosene lamps.

Cooking of simple breakfast dishes; preparation and serving of individual breakfast and of family breakfast; breadmaking.

Middle Year.—Two lessons per week for four months. Table setting and table waiting; some instruction in food value of foods; cookery of vegetables, cereals, eggs, meats, soups, simple desserts, breads and other flour mixtures; making of tea and coffee; soap-making; canning.

Normal Course.—Two years. See p. 50.

Sewing With a view to making the courses in sewing as practical as possible, a study is made of the girls' clothing on the evenings preceding their work-days.

Junior Year.—Two periods a week to each class. The object of this work is to give each pupil a thorough knowledge of the stitches used in plain sewing—basting, running, overcasting, back-stitching, overhanding, hemming, felling, blind-stitching, cross-stitching. Each student makes for herself a book containing samples of the different kinds of work.

Middle Year.—Continuation of the work of the Junior year. Each student cuts and makes herself a full set of underclothing.

Senior Year.—The object of the Senior course in sewing is to enable each young woman graduating from Hampton to draft, cut and make her own dresses.

Drafting.—Drafting and cutting of skirts and waists.

Dressmaking.—Making models of dresses which afford practice in designing, putting together, and finishing, lined suits. Each girl makes a wash-dress for herself.

Weaving Old-fashioned hand looms are made in the trade school and are used by the girls in

making carpet-rugs, portières and lounge-covers. The students are taught to use native rather than aniline dyes.

Basketry A course is given in the making of baskets of raffia, rattan, cane and other materials. The students are encouraged to make their own designs and it is hoped to produce eventually a distinctive Hampton basket.





For Indian girls

Lace Making only.—A course in pillow-lace making is given to the Indian girls in order to furnish them with a productive industry that will be useful to them after their return to their homes.

For Indian girls

Indian Pottery only.—A course of instruction in the making of Cherokee pottery is given to the Indians by a Cherokee Indian graduate. It is hoped to gradually develop other courses in the native Indian industries.

**Upholstering
and
Caning**

Lessons are given in mattress-making, the caning of chairs and other branches of upholstery, for the purpose of enabling the students to make or repair various articles of household furniture.

**Household
Handicrafts**

These include simple carpentry, glazing, white-washing, painting and papering. The object of this course is to make it possible for girls to do ordinary repairing; to keep their homes clean and attractive, and to develop what a New Englander would define as "gumption."



All the girls are given a three years' course in agriculture, which includes nature-study, gardening, dairying and animal industry. Hampton feels that the importance of agriculture for girls as well as for boys cannot be too strongly emphasized. A large part of the care of the dairy, the breeding of poultry, the raising of vegetables and small fruits, and the making of gardens should be the work of women.

NORMAL COURSE

TWO YEARS

The Normal Department offers the following two years' course of study to all persons who wish to fit themselves for more effective educational work. Regular students are required to hold the academic diploma of Hampton Institute or its equivalent. Special students may be admitted to any of the courses which they are fitted to enter.

General Courses 1. *Introduction to Education*.—This course deals with five primary elements in education.—

a. Education as a science, based on the sciences of physiology, psychology, and sociology.

b. The meaning of education—the significance of childhood in the development of the race.

c. The aim of education—conscious adaptation to the physical, intellectual, social, moral, and religious environment of the race, with capacity to modify and serve it.

d. Personality and environment in education.

e. The factors in education—the family, the school, the vocation, the state, the church.

The work of the class consists of discussions, reports, and assigned reading.

2. *Psychology and General Method*.—The purpose of this course is to acquaint the teacher with the laws governing mental activity, its growth, and development. The relation between psychology and physiology is emphasized and constant application is made to the physical and intellectual development of children. Their moral and religious development is also studied. The teacher must know the native reactions—how the child-mind acts—before those reactions can be utilized in establishing the higher and acquired reactions. The child's sense of fear, love, curiosity, imitation, emulation, am-

bition, pugnacity, pride, ownership, constructiveness—all must be realized and utilized by the successful teacher. The work consists of studying the children in the Whittier public school and of statistical studies on data collected from a large number of schools.

James's Talks to Teachers on Psychology, and McMurray's Method of the Recitation are made the basis of the course.

3. *History of Education*.—A study is made of the distinctive educational ideas and ideals held by different nations in different phases of civilization and at different periods of their history, with a view of tracing the development of Indian and Negro education. The work of General S. C. Armstrong and Booker T. Washington are studied and the Hampton School and Tuskegee are taken as types. The ideas and work of Pestalozzi are studied, as perhaps bearing the closest relation to the ideas upon which Hampton is based. A course in Froebel is given. Booker T. Washington's Future of the American Negro is read and discussed.

4. *School Organization and Administration*.—This course is intended particularly to prepare students for administrative positions such as those of superintendent and principal. It deals with the organization and administration of the public-school system, the relation of the community to the school, the consolidation of schools in sparsely settled districts, the school as a social centre, politics and the school, cost of the public-school system, the salaries of teachers, the offices of superintendent and principal, compulsory attendance, school government, hygiene, sanitation, and Virginia school law.

5. *Negro and Indian Society*.—A study of the social and economic principles which condition survival and progress in the Negro and Indian races. The desire for and the acquirement of wealth; individual ownership; industrial and frugal habits; good schools for an extended term; a practical religious life—all depend upon established laws, which the present civilization imposes upon the individual. The teacher must be the leader of social and economic movements, and the public must be the centre of popular educational activity.

Course in	The aim is to develop a public-school course of study,
School	giving special attention to the method of presenta-
Subjects	tion

6. *Arithmetic*.—Methods involving the constructive activity of the child. The Speer number work is made the special feature of the course during the present year.

2. *English and Literature.*—The English work of the Normal class is of necessity many-sided. It must be so arranged as to stimulate students, and strengthen them along the lines of analysis, composition and literature. It must introduce them to the literature of



Practice Teaching at the Whittier Training School

children, and to methods of presenting English work to elementary classes. With these objects in view the following studies have been arranged.

I. Selections.—

a. *For Advanced Study.*

The Essay—Burroughs's Bunch of Herbs, Selections from Ruskin's Sesame and Lilies, Emerson's Friendship, one of Macaulay's Essays.

Biography—Annie Field's Life of Hawthorne, from the Beacon Biography Series.

Description and Character Study—Addison's Roger de Coverly Papers. Selections from Irving and Hawthorne.

Drama—Shakespeare's King Lear or Macbeth.

Poetry—Scott's Marmion or Lay of the Last Minstrel. Selections from Tennyson's Idylls of the King.

b. *For Method Study.*

Fairy Tales—Hans Christian Anderson, Cinderella, Aladdin, King of the Golden River.

Myth and Folk Stories—Baldwin's Old Greek Stories, Hawthorne's Tanglewood Tales and Wonder Book, Southern Folk-Lore Tales.

Children's Poems—Selections from Eugene Fields, Stevenson, Whittier's Child Life in Poetry, and other sources.

Historical Stories—American History and Bible Stories, Selections from Baldwin's Fifty Famous Stories Retold.

II. Constructive Work and Composition.—

Grammatical Analysis. Analysis and construction of the paragraph and the essay, with independent construction of themes. Narrative, descriptive inventive writing, and the making of abstracts.

Note—Composition work is based on the selections studied, on current magazine articles, and on topics suggested by other studies of the course. Attention is given to composition work with young children, to the developing of blackboard outlines, to the preparation of special-day programs, to picture lessons, and to the correcting of children's compositions.

3. *Geography.*—The geography course combines a study of method with some work in subject matter. The latter will include elementary physiography and such other topics in general geography as meet the most urgent needs of the class.

A course in geography for primary and grammar grades will be outlined, and suggestions made on its adaptation to the needs of the rural school. Emphasis will be laid upon the correlation of geography, agriculture and industry. Special topics, such as field excursions, local geography, sand-table representations, modeling and map making, the use of pictures, the calendar, and the study of types will receive attention.

4. *Nature-Study*.—Types of plant and animal life, beneficial and injurious insects, gardening, physics, and their application to public-school work.

5. *Physiology and Hygiene*.—Lessons in physiology that have a practical bearing on daily life. The students make a special study of the physical development of their people and lessons are given in the prevention and care of the common diseases—consumption and children's diseases particularly. The sanitary care of the home and school is studied, and under the instruction of the school physician there is a course in the care of the sick-room and the small attentions necessary to an invalid, and the use of domestic remedies and disinfectants. Lessons in emergencies are given, the students learning the safe remedies to be used immediately, how to make and apply bandages, adjust splints, make tourniquets and perform artificial respiration.

6. *Manual Training*.—The aim is to develop a course of manual training conforming to the child's interests, which will stimulate the habit of work and which can easily be adopted in any public school with the use of simple tools.

7. *Form and Color*.—The presentation of nature through the medium of pen, pencil, brush and clay, with particular application to the regular school subjects.

8. *Domestic Science*.—The keeping of a home, with special training in sewing and cooking.

9. *Physical Training*.—School-room gymnastics, their influence in developing attention and obedience. Their physical effects, and their use in the cultivation of the spirit of play.

10. *Music*.—Sight reading, embracing difficulties of tune and time with reference to class-room presentation. Transposition and composition of elementary exercises.

Our students appreciate the uplifting influence of the school library and are looking forward to the development and use of small school and public libraries in their respective communities. It is the

purpose of this course to aid them in this work. The course, as given this year, consists of lectures, discussions and practice work, dealing with the selecting and buying of books, preparing them for the shelf, and circulation and reference work.

Library Methods

In addition to the general course outlined above, the Normal Department offers special two-year courses for the preparation of teachers of cooking or dress-making, and leading to the special Normal

Special Course

diplomas in these subjects. The students entering these courses are required to take the general course in psychology and education, and are afforded the same opportunities as other students for observation and practice teaching in their respective subjects.

The subject matter and technical part of these courses are as follows :—

Cooking.—Two years. The demand for young women who are qualified to act as matrons and at the same time to give instruction in laundry work, cooking, and sewing, is greater than the supply. This course has been planned with special reference to this demand.

First year.—General chemistry and qualitative analysis, including some food-analysis; cooking; sewing; physiology; psychology; English; practice teaching; observation and practical work in the kitchens and dining-rooms of the school.

Second year.—Physics; dietetics; house sanitation; emergencies; cooking; invalid cookery; sewing; science of laundry work and practical work in school laundry; planning of courses of study; matron's work; practice teaching of cooking and sewing.

Chemistry.—Preparation and properties of elements and simple compounds. Acids, bases and salts. Testing of baking soda, cream of tartar, baking powder, blueing, etc. Properties of cellulose, starches and sugars. Solvents. Saponification. Analysis of milk, eggs, meat, etc., illustrating proportional amounts of moisture, fat, protein and ash. Chemistry of common household materials and operations.

Sewing in all its branches.

Dress-making.—Including drafting, cutting, fitting and finishing skirts, waists, princess dresses, and coats, with practical work in making different styles of dresses. The study of textiles.

Drawing.—Proportion, form and color. Color harmonies in draperies.

Physical culture.

**Observation
and
Practice** The Whittier public school, standing on the Institute grounds, is a teacher's laboratory. Its four hundred pupils, beginning with the kindergarten, represent all types to be found in any public school. Its course of study and methods are under the supervision of the Normal Department. Sewing, cooking, gardening, manual training and gymnastics can thus be carried on in their proper relations to the other school subjects and by methods feasible in any school, while they

are at the same time under the direction of the skilled, special teachers employed by the Institute. Actual teaching in the several grades, under careful supervision, enables every student to establish and maintain similar work in his own community.



Saluting the Flag

WHITTIER SCHOOL COURSE OF STUDY

Reading *First Grade.*—Through skillful questioning, the children are led to give sentences concerning their work in nature and literature. These sentences, written upon blackboard, serve as their first reading lessons, and are expanded hektographed or printed for permanent reading lessons. Daily word and phonic drill supplements the reading. After the elementary words are taught, the children build the following families, and others closely related :—ät, ët, ït, öt, üt, āte, ēēt, īte, öte, ūte.

The Arnold, Child Life and Cyr Primers and First Readers are used. The children buy the Finch Primer and Stepping Stones to Literature, No. 1.

Second Grade.—Hektographed or printed lessons for Thanksgiving, Christmas, Founder's Day and Washington's, Lincoln's and Whittier's birthdays.

Phonic drill continued.

Bass's Nature Stories, Aesop's Fables, Riverside Poetry and Prose for Beginners and the Cyr and Child Life Second Readers are used. The children buy Stepping Stones to Literature, No II.

Third Grade.—Phonic drill continued.

Friends in Feathers and Fur, Little Folks of Other Lands, Grimm's Fairy Tales and the Normal, Johnson and Child Life Third Readers are used. The Children buy Stepping Stones to Literature, No. III.

Fourth Grade.—Phonic drill continued. Diacritical marks to assist in the pronunciation of difficult words.

Brooks and Brook Basins, Each and All, Seven Little Sisters, Aunt Martha's Corner Cupboard, Great Americans for Little Americans and Pratt's History Stories are read. Children buy Stepping Stones to Literature, No IV.

Fifth Grade.—The use of the dictionary. The Cyr, Child Life and Normal Fourth Reader, Robinson Crusoe, The World by the Fire-side and Pratt's History Stories are read. The children buy Stepping Stones to Literature, No V.

Sixth Grade.—See Junior Course in Reading, p. 29.

First Grade.—Selected poems from Riverside Poetry and prose for Beginners, and parts of Hiawatha's Childhood committed to memory.

History and Literature* Children reproduce orally stories told by the teacher, including such fairy tales as Cinderella, Red Riding Hood, Jack the Giant Killer, and The Three Bears.

The following Bible stories are learned and reproduced:—The Garden of Eden, The Deluge, Joseph's Coat, Benjamin's Cup, David and Goliath, Solomon, The Birth of Christ, The Three Wise Men.

Second Grade.—Selected poems from Whittier's Child Life, and poems connected with the nature work, such as Celia Thaxter's The Sand-piper, Helen Hunt Jackson's September, Eugene Field's Wynken, Blynken and Nod, are committed to memory.

* See Reading Course.

Stories of race types from Seven Little Sisters and Each and All. Uncle Remus Stories.

Review of Bible stories already learned, and also:—The Story of Joseph, The Bondage in Egypt, The Release of the Israelites, The Story of Moses, The Ten Commandments, Elijah and the Ravens, The Fiery Furnace, Daniel, John the Baptist.

Third Grade.—Selected poems from Whittier's Child Life committed to memory. The Story of Ulysses, The Story of Robinson Crusoe, The Jungle Book.

Historical stories in connection with the geography; for instance, the story of Pompeii in connection with volcanoes, and the story of Magellan in connection with the ocean.

Bible Stories:—The Miracles of Christ:—Feeding the Five Thousand, Walking on the Sea, Stilling the Storm, Healing the Sick, the Lame, the Blind, Healing the Lepers, Raising the Widow's Son, Raising of Lazarus.

Fourth Grade.—Selected poems by Longfellow and Whittier committed to memory.

Stories of pioneers, traders, discoverers, and explorers. Stories from Virginia history. Pratt's American History Stories and Eggleston's Stories of Great Americans for Little Americans.

Bible Stories:—Christ's Parables—The Lost Sheep, The Pounds, The Talents, The Tares, The Rich Man and Lazarus, The Pharisee and the Publican, The Goodly Pearl, The Prodigal Son, The Great Supper, The Wicked Husbandman.

Fifth Grade.—At least one poem each month, and the Sermon on the Mount committed to memory.

Hawthorne's Wonder Book, Stories of Virginia History, Stories from Franklin's Autobiography, Stories from Scudder's Book of Legends.

A simple study of the organization of state and national governments.

In all grades, days important in the history of the nation or of the school are celebrated.—Thanksgiving, Christmas, Founder's Day, the birthdays of Lincoln, Washington, Whittier, etc.

A special effort is made to arouse race pride in the children through the stories of such men and women as Toussaint l'Ouverture, Crispus Attucks, Frederick Douglass, Booker T. Washington, Paul Dunbar, Charles Chesnutt, Phyllis Wheatley, Edwina Kruse, and other Negroes of note.

Geography The work in geography as a separate study begins with the second grade, corresponding generally to the third and fourth school years of our pupils, and takes its immediate departure from the school garden. The work is necessarily very simple and is peculiarly dependent upon pictures in the fourth year. Sketching and sand-board molding are also constantly employed as helps.

Tarr and McMurry's geographies are the teacher's chief source of material and are placed in the hands of the pupils in the last grade.

Second Grade.—I. Third School Year.

1. Simple lessons on position, distance and direction. Cardinal and semi-cardinal points.
2. The atmosphere—water in the air, evaporation, and condensation. Lessons on dew, frost, mist, rain, hail and snow at appropriate seasons.
3. Study of soils in school garden, on sand beach, in wood lot. Composition, fertility and formation. Action of air and water in erosion, transportation and deposition.
4. Local surface features. Dry and wet land. Relation to plant and animal life, health, etc.
5. Hampton Creek and Hampton Roads, studied from points of view of beauty, shore forms, action on beach, plant and animal life, health, etc.
6. Local industries and local means of transportation.

II. Fourth School Year.

Detailed study of forms of land and water.

1. Running stream.—bed, channel, banks, mouth, source, rapids, falls, eddies, etc. Stream as source of power, agent in soil transference, home of plants and animals. Beauty of stream and adjacent country.
2. Physical features adjoining stream—flood-plain, hills, valleys, relief, slopes, divides, etc.
3. River, river system and basin.
4. Mountain and mountain system.
5. Ponds, lakes and the ocean. Shore lines and modification by water action. Headland, cape, bay, peninsula, isthmus, island, strait, etc.
6. Relation of physical features to industrial, commercial and social life.



The Whittier School Garden

Third Grade.—I. Fifth School Year.

1. Industry and commerce. Oystering or fishing. Corn, cotton or dairy farming. Normal-School industries. Lumbering, Coal mining. Trading and transportation.

2. The earth as a whole. Form and size. Daily motion—axis, poles, equator, day and night, tides. Yearly motion—zones and heat belts, seasons, etc. Continents and oceans. Air and water current.

Fourth Grade.—II. Sixth School Year.

Study of North America—Coast features, surface and drainage, climate, products and industries. Chief cities and commerce. Canada, United States and Mexico. Brief study of South America by comparison.

Fifth Grade.—Seventh School Year.

Study of the United States—surface features, climate. Industrial sections and their characteristic products. Commerce—great seaports, exports, imports, transportation. Study of some of the following important cities:—New York, Chicago, Minneapolis, New Orleans, San Francisco.

Brief comparative study of Europe, Asia and Africa.

First Grade.—Children use number in connection with

Arithmetic objects, learning to count as far as their other work affords them the opportunity. Measures are used freely—pint, quart, gallon; pint, quart, peck; inch, foot, yard; cent, nickel, dime. Fractional parts, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, of numbers from 1 to 12. Children deposit savings in Penny Provident Fund and care for their bank books.

Second Grade.—Use of measures continued. Fractional parts $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$, of numbers from 1 to 50. Oral work in the four rules and much drill in the combinations of numbers to 50.

Savings deposited in the Penny Provident Fund and bank books cared for.

Third Grade.—Combinations of the multiplication table developed through the construction of diagrams. Fractional parts as in the previous grade, with the addition of $\frac{1}{5}$, $\frac{1}{9}$, $\frac{1}{10}$, $\frac{1}{12}$. Teach and associate with the corresponding fractions, 100 per cent., 25 per cent., 50 per cent., 75 per cent., $33\frac{1}{3}$ per cent.

Much oral drill in rapid addition and multiplication, in fractions and in percentage.

Easy written work in the four rules. Care of bank books continued.

Fourth Grade.—Addition of fractions whose common denominator can be found by inspection. Percentage as in third grade with the addition of 10 per cent., $12\frac{1}{2}$ per cent., $16\frac{2}{3}$ per cent., and their multiples.

Easy examples in simple interest with application to their own savings in the Penny Provident Fund, and transference to savings banks. Much drill in the four rules and long division.

Fifth Grade.—Much oral work in the four rules, in fractions, and in percentage.

Work in simple interest continued. Bills and accounts.

Giffin's Supplementary Arithmetic, Part II, and Prince's Arithmetic, No. 5, in the hands of the pupils.

Language The language work aims to give freedom and correctness in oral and written expression of the thought of the child. The material for this work is obtained chiefly from the other subjects in the curriculum, especially from nature study, literature, biography, history and geography, and from the daily morning talks on current events and other inter-

esting topics. In all the grades above the first, at least one period a day is devoted to language lessons. Daily criticism of the work produced by the pupils is an important feature, and so far as possible, the correct forms are impressed without calling attention to those that are incorrect. Lessons in formal language study are given whenever necessary for the explanation of definite points in construction or idiom.

First Grade.—Building and writing new words in reading lessons. Development of words and their proper use in sentences, both oral and written. Simple sentences from lessons on plant life, lessons suggested by the seasons with their attendant phenomena, and lessons on the human body. Simple stories about interesting pictures. Reproduction of stories told by the teacher. Memorizing of poems.

The songs of the day should, so far as possible, be in harmony with the thought of the reading and language lessons.

Constructive Work.—Statements and questions with period and question mark. Use of capitals at beginning of sentences, in proper names, pronoun I, and in poetry. Agreement of subject and predicate. Use of *a* and *an*. Correct use of *Mr*, *Miss*, and *Mrs*.

Second Grade.—All the work of the first grade continued. Dictation lessons. Short letters. Careful attention given to the pronunciation of words and to the use of the forms of inflected words employed by the children. Whenever possible, the written work is used as material in the reading exercises.

Constructive Work.—Use of correct pronoun forms. Formation of regular plurals. Possessive singular and plural forms. Correct use of prepositions. Correct use of *may* and *can*, *was* and *were*, *saw* and *have seen*, *did* and *done*. Use of comma, exclamation point, and quotation marks in sentences given by the children. Use of abbreviations *Dr.*, *Rev.*, *St.*, *Ave.*, *Va.*, *A. M.*, *P. M.*, together with names of months and initials of given names.

Third Grade.—Work of previous grades continued. Daily oral reproduction of stories told by the teacher or read by the pupils, and written reproduction at least once a week. Combination of simple statements into compound ones by the use of simple connectives and pronouns. More time given to dictation and letter writing. Simple description of pictures. Discussion and reproduction of work in nature study, geography and physiology. Not less than two poems are memorized each week.



Cooking at the Whittier School

Constructive Work.—Irregular plural forms. Common abbreviations and contractions. Punctuation and capitalization continued. Proper use of adjectives and adverbs. Correct use of relative pronouns in combining single sentences into complex and compound sentences.

Fourth Grade.—Work of previous grade continued. Reproduction of stories from literature, history and biography. Description of pictures. Imaginary journeys. Discussion of topics in nature study, geography, physiology, manual training, etc. Dictation and letter writing. Memorizing of poetry and prose composition.

Constructive Work. Correct use of relative, demonstrative and distributive pronouns. Use of comparative and superlative degrees of adjectives and adverbs. Discriminate use of homonyms.

Fifth Grade.—In this grade freedom of expression is still the chief aim. The pupils combine still further their independent state-

ments into compound and complex sentences, thus expressing their thought in connected discourse. Paragraphing is a prominent feature. Much writing is given upon topics as follows:—

Stories from literature, history and biography. Discussions on topics in geography, physiology, nature study, and the various forms of manual training. Business and social letters. Imaginary journeys. Description of interesting objects, scenes and pictures. Description and narration of events in current history.

To the girls in grades IV and V is given a two years' **Cooking** course in cooking and care of the kitchen, which aims to find its practical application in the children's homes. It is also intended to develop habits of accuracy, neatness, and wholesome responsibility.

The work comprehends the cooking of meats, vegetables, cereals, eggs, warmed-over dishes, tea, coffee, raised bread and hot breads. Instruction is also given in table laying and waiting, and in table manners.

The method is that of individual work, and the pupils improvise and use such utensils as they can hope to have in their own homes.

The instruction given in sewing aims:—to teach the **Sewing** child how to use his hands and fingers intelligently and skillfully in plying the needle; to train the eye to quick and accurate perception; to train the child to correct expression by requiring oral description of work done; to train



A Whittier Sewing Class

the will, taste and judgment, so that neatness, perseverance, patience, promptness, thoroughness and economy of material become second nature.

Boys, as well as girls, sew in the lower classes.

In the lower grades, coarse materials are used, such as cardboard, burlap, raffia, worsted in the spool-knitting and weaving, and cord in the string work.

The lessons are arranged progressively, beginning with the following:—Correct position of the body, finger drills, use of needle, thimble and scissors. In the advanced grades are taught basting, running, overcasting, stitching on muslin, overhanding, hemming, gathering, felling, patching, stocking and cashmere darning, button-hole making, and the sewing on of buttons, hooks and eyes, and tapes.

The children make small pillow cases, sheets, aprons and dress-skirts, and draft and make small undergarments.

In the highest grades shirt-waists are made by allowing the children to use the sewing machine and encouraging them to do much of their work at home.

An important feature of the work is the making of articles needed in the senior class-rooms.

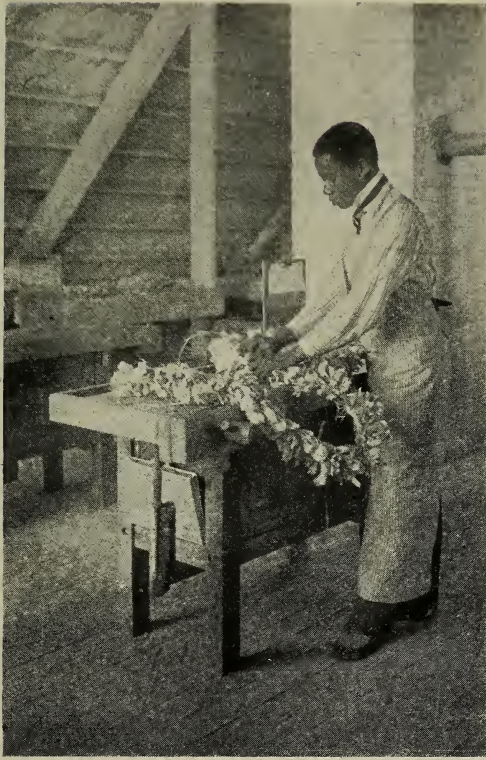
Manual Training *First Grade.*—Stories, such as Hiawatha and the Mother Goose Rhymes, illustrated by the use of clay, pencil, scissors and color. Constructive work in paper, envelopes, and boxes for seeds. Knife-work in thin wood—labels, fences, dibbers, etc. for the garden.

Second Grade.—Clay modeling of fruit and vegetable forms. Paper constructive work, envelopes, etc, and articles of furniture for a doll's house. Knife work—boxes, tables, chairs, bedsteads, etc. for a doll's house.

Third Grade.—Knife work in thicker wood. Use of simple bench tools in the manual-training room during the second half of the year. School and garden apparatus.

Fourth Grade.—Elementary bench work, including a modified course of sloyd. Repairing class-room furniture, making a miniature house for the lower grades.

Fifth Grade.—Advanced bench work, including a modified course of sloyd. Class-room repairs, laboratory apparatus, etc.



A Whittier Boy Making Mats

Music

The children of the colored race have so decided a fondness for music that the work done in this department is looked upon by them as recreation rather than labor.

The sweetness and beauty of their voices, whether heard in the pathetic strains of one of their beautiful plantation melodies or in the stirring music of some school song, are acknowledged by all who listen to them; consequently they lend themselves easily to instruction.

Music is a refining and uplifting element in any life, and the music of the schoolroom should influence the home and make its power felt there. Such is the case with the music of the Whittier, as the children teach their parents and younger brothers and sisters the carols learned by them at Christmas and Easter as well as the

other music which they learn at school. Proof of this is given in the following incident. At Christmas a Negro workman on the road was heard whistling a Christmas carol which he could have learned only from one of the Whittier children.

The children of the upper grades are given printed leaflets which they carry home, where they are faithfully used for practice, not only by themselves but by their parents as well.

The Holt system of sight reading is used, and the chart and readers of that system form the basis of instruction.

In the lower grades a great deal of time is spent in dealing with tones as mental objects before musical notation is used. In these grades the constant use of rote songs serves to vary the work.

After the children become better acquainted with the relative pitch of tones, they are given easy reading in different keys from the chart and blackboard. Then follows the more advanced work in the upper grades in extended sight reading and part singing—two- and three- part songs and exercises being read with ease and accuracy in these grades. Practice is given in writing the major scale in various positions.

Periods for practice are given every day in preparation for the weekly lesson by the instructor of music.

Drawing Brush work. Elementary color. English work, illustrated with imaginative drawings. Color work in connection with nature study.

The Swedish system is used with daily instruction throughout the year. Each day's work consists of a day's order, comprising movements which affect all parts of the body—the object being to secure the best physical development and muscular co-ordination, and to overcome faulty positions assumed in standing, sitting and walking.

Gymnastic games, wherein the purpose is to gain physical and mental control, quickness, and alertness, are also used.

During the winter months the gymnastic drills are given in the large central hall, and in warm weather the work is done out of doors.

The nature study centers largely in the school garden and is based on the work done there. The object of the nature work is to arouse an interest in plants and animals, and to teach facts and principles which will be useful on the farm, and in the home garden. The outline of the lessons is, briefly, as follows:—



Children at Work in the Whittier Garden

Elementary Lessons in Plant Life.—Important parts of plants and the use of those parts to man. How they grow and what they do for the plant. Germination. How to help the plant do its work.

Elementary Lessons with Soils.—What the soil does for the plant. Sand, clay, humus. How the soils are made. Work of the sun, water, air, ice, plants and animals in making soil. Relation of the soil to water, air, heat and plant food.

Elementary Lessons with Insects.—Common insects found in the garden. Their habits, how they run about, how they eat, their general structure. How to check the evils of injurious insects.

The garden is in three sections. Section one is a **School Garden** small part designed for simple lessons in ornamental planting. Section 2 is laid out in beds ranging in size from 4 by 6 to 11 by 15 feet, on which are grown vegetables, flowers and fruits. Section 3 is used for practice with the larger farm tools, such as the plow, harrow, cultivator, etc. and is planted with farm crops. The whole area covers a little less than two acres.

Some of the lessons taught are as follows:—How to use the spade, hoe, rake, dibber and the larger tools. How to prepare the soil for planting. How to plant seeds. How to transplant. How to care for the garden after it is planted. How to care for the farm crops. How to propagate and care for the small fruits.

Excursions are made to an adjoining hundred-acre farm for observation.

Parallel with the work with tools are lessons with plants, soils and insects.

Kindergarten Course The underlying thought of the year's work is the special demand and interdependence of the seasons.

Fall.—General subject: Preparation for winter.

Special subject: Work time contrasted with rest time.

1. The preparation of trees, flowers, birds, crabs and fish for the winter rest time.—The changing appearances are illustrated by paper cutting and painting. Garden seeds are planted in window-boxes, and the sand-table expresses daily the child's idea of river, valley, hill, and the general outline of the surrounding country.

2. Preparation for winter on the farm.—The farmer's fall work is symbolized by the making of barns, bins, horse troughs, carts, etc. The vegetables and fruit he gathers are modeled in clay.

3. Preparation for winter and rest in the home.—Monday (wash day) is symbolized by the washing and ironing of the dolls' clothes. Through the paper cutting and clay modeling, furniture for the dolls' house is provided, such as stoves, tables, benches and cupboards. Nailing is introduced in making the dolls' chairs and bedsteads from prepared wood. The cheese-cloth mattresses are sewed with a free running stitch and filled with hay previously gathered and dried. Warm garments are made for the dolls, blankets for their beds, and warm rugs of braided woolen strips for the dolls' house. The preserving of fruit in vaseline jars symbolizes the canning season.

Preparation for the winter rest time culminates in a Thanksgiving party. The spirit of thankfulness finds expression in the Christmas work for others.

Winter.—General subject: Protection.

Special subjects: Personal, family and state protection.

1. The shoemaker is the symbol of personal protection. The children visit the shoemaker's shop and watch him make shoes; then they sole a child's shoe, and make the bench and tools in clay and paper. The shoes of this and other nations are drawn and modeled in clay.

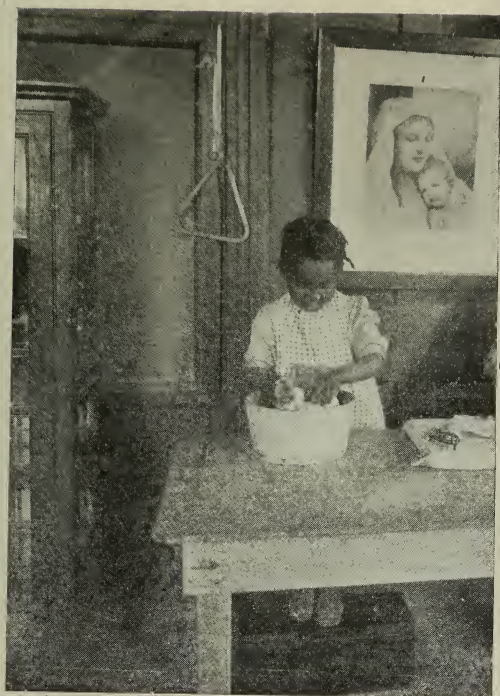
2. The carpenter is the symbol of family protection. The dolls' house is shingled, ladders and work benches made, and bricks modeled. Houses of different dimensions are built which develop the contrasting ideas, high and low, wide and narrow, large and small.

3. Soldiers and knights are symbols of state protection. Bugles and drums are modeled in clay, high walls and castles built, flags painted, tents cut from paper, and soldier caps folded.

Spring.—General subject: Awakening life.

Special subjects: Wind and sun.

1. Weather vanes are cut from cardboard for the church steeples already built. The making of paper boats, the folding and flying of paper pin-wheels, and flying kites are important activities in the free work of springtime.



Wash Day in the Kindergarten

2. Birds and flowers. The appearance of the pussy willow is the first sign of wakening life. Bird houses are made for the trees near by, eggs are modeled, birds and crocuses painted, and scrap-books of spring pictures made. The hen with her family of chicks is provided with a coop and chicken yard. Baskets are woven for the Easter eggs. The work culminates in appropriate Easter exercises.

3. Gardening.—Plants, flowers and berries are set out, and seeds planted. Simple wheelbarrows, and small tools of tin and wood are made with which to carry on the daily garden work. Stories of walks on the farm are expressed through drawings.

Illustrative songs and stories, small house-keeping duties, rhythmic and carefully selected traditional games, ladder jumping, bean bags and seesaw are brought into the daily program.

SPECIAL AGRICULTURE COURSE

Requirements for admission same as for other graduate courses (See page 19).

This course covers a period of three years and is intended for students who wish to fit themselves to be agricultural teachers and superintendents.

The course is as follows:—

Chemistry Theoretical chemistry of the non-metallic and metallic elements.

Chemistry of soils, plants, animals, manures and fertilizers.

Laboratory work on the preparation and properties of the non-metals, qualitative separation of the metals, and quantitative tests of simple minerals, salts, dairy products and fertilizers.

Plant Structure.—Determination of species.

Plant Life *Plant Physiology.*—Functions of principal parts of plants. Conditions necessary for the performance of these functions.

Plant Composition.

Plant Environment.—Relation of heat, light, moisture, air, soil and plant food to plant growth.

Plant Propagation.—By seeds and buds.

Insect Life *Insects injurious and insects beneficial to farm life.*—Structure. Habits. Means of checking work of injurious insects.

Soils *Relation of soil to plants.*

Physical properties of soils.—Weight, color, texture. Relation of soil to heat, air and moisture.

Classification.

Origin and Formation.—Agents active in making soils.

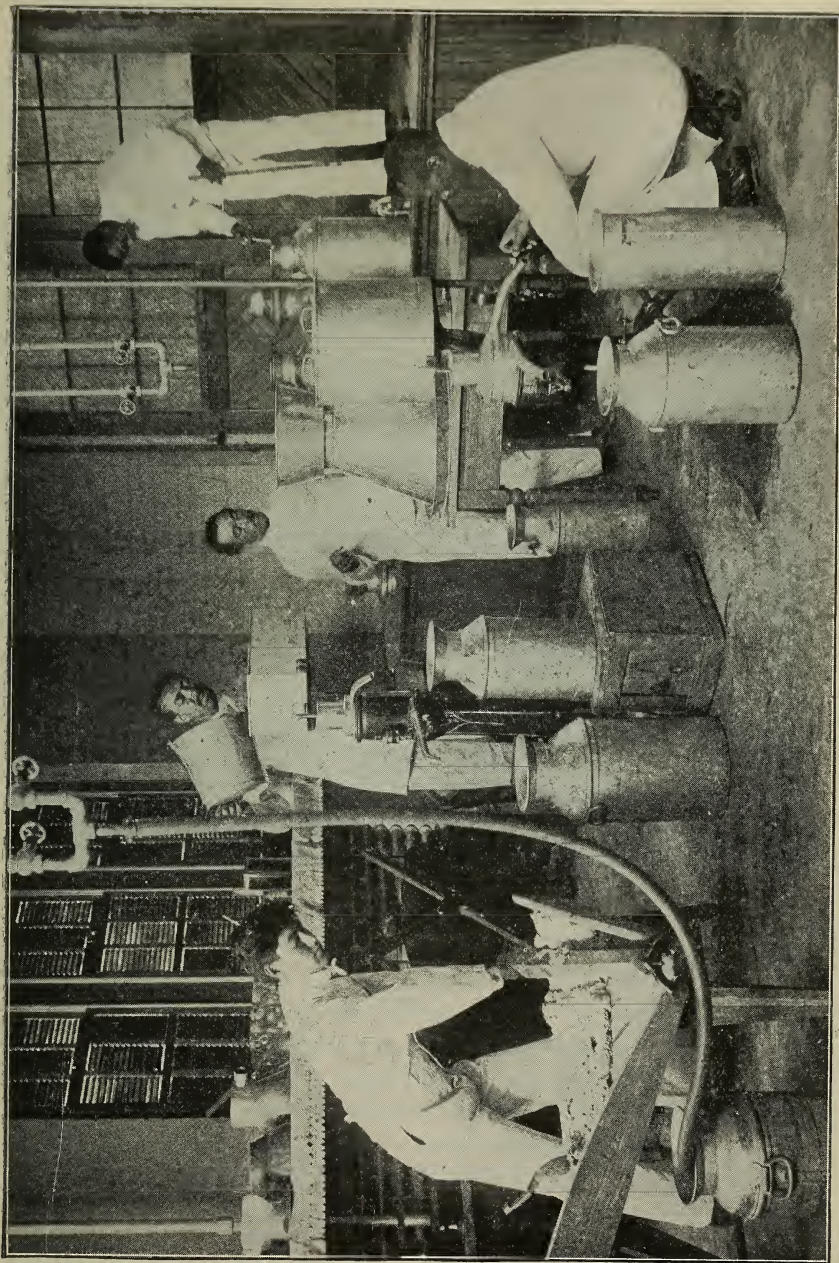
Chemical Properties.—Plant food in soils.

Biological Properties.

Tillage.—Soil conditions necessary for germination and soil development. How to bring about and maintain these conditions.

Tillage implements and their uses.

Effect of tillage	{	on soil moisture. on plant food in soil. on soil ventilation. on soil temperature.
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Making Butter

*Functions of Manures.***Manures
and
Manuring***Farm Manures.*—Green manures, barn manures, composts.*Commercial Fertilizers.*—Nitrogenous, phosphoric, potassic. Other amendments, their properties, sources,

uses, preparation, care, application and effects.



A Class Studying Roots

Crops*Farm Crops.**Garden and Truck Crops.**Fruit Crops.**Ornamental Plants.*

Classification, structure, composition, physiology, varieties, culture, harvesting, preservation, uses, preparation for use, insects and diseases, production, marketing, history.

Rotation of Crops.—Its effects on the conditions necessary for plant growth as compared with the effects of the one-crop system.

Animal Industry

Care, management, and breeds of horses, cattle, swine, poultry and sheep.

Composition of feeding stuffs. Principles of stock feeding. Principles of stock breeding. Diseases of

live-stock.

Dairying.—Dairy Stock. Breeding, care, management.

Dairy Bacteriology.



Cattle at Hemenway Farm

Milk.—Composition, aeration, sterilization, pasteurization, testing, creaming.

Butter.—Ripening the cream, testing its acidity, churning, working, packing and marketing.

Cheese making.

Dairy Utensils.—Separator, churn, butter workers, cream-vats, milk testers, etc.

Selecting and Laying out the Farm.—

Buildings.

Water systems.

Drains.

Sewage systems.

Roads.

Farm machines.

Farm Engineering



A Field Lesson in Agriculture

**Rural
Economy**

History of Agriculture.

Farm Management.

Capital.

Labor.

Production.

Marketing.

Records and Accounts.

BUSINESS COURSE

Bookkeeping *Single Entry.*—Study of debits and credits. Study and practice in keeping Day Book, Cash Book and Ledger, including study of entries and postings. Balancing and closing of accounts. Trial Balance—how taken and what is shown by it. How to ascertain gain or loss in single entry.

Double Entry.—Continued and broadened study of debit and credit. Study of differences between single and double entry; the advantage of the latter. Study of the meaning and significance of the various accounts and classes of accounts—capital, capital stock, stock or proprietor's account, expense, labor, freight, discount, merchandise, bills (or notes) receivable, bills (or notes) payable, personal accounts, profit and loss.

Analysis of Journal, Day Book, Cash Book, etc. Opening and closing sets of books. Practice in making entries and posting, which includes the keeping of several complete sets of books (in theory) from the simplest to the more intricate. Trial Balance—how taken, what facts are shown, analysis of Balance Sheet, showing financial standing—how made, net worth or insolvency, relation of resources and liabilities to profit and loss. Introduction and study of modern features and processes of accounting—column journals, column cash books, invoice books, sales books, bill books, and various other supplementary or auxiliary books used by modern business houses.

The course in bookkeeping to be supplemented by daily practice in actual office routine in the various shops and offices of the school.

Forms in use in the various kinds of business letters.

Commercial Critical study of business papers.

Correspondence Theoretical work to be supplemented from time and to time in writing actual business letters for the **Penmanship** school and school officers—from dictation, as well as original composition from given facts. Practice in copying letters on letter press, and study of importance of preserving copies of letters. Study of various methods of filing letters and papers.

Commercial *Contracts.*—Construction, arrangement, essential elements of, general law bearing on them, persons competent to make them, etc.

Law and Business Papers *Partnership.*—Advantages and disadvantages of, rights, duties, liabilities, dissolution.

Corporations.—Advantages, formation, power, directors, stockholders, laws governing them, various kinds.

Agency.—How created. Principal—his duties, rights, and liabilities. Agent—his duties, rights, and liabilities.

Negotiable Paper.—Notes, money orders, drafts, checks, laws and customs regulating same, endorsements, form of paper, essential requisites, protests, duties of holder under various circumstances.

Legal Papers.—Deeds of Trust, Mortgages, Insurance Policies, Wills. General Outline of requirements in drawing and warnings about making papers, etc. General talks concerning these and other business and legal papers.

DEPARTMENTS OF INDUSTRIAL TRAINING

AGRICULTURE

Method of Instruction Instruction in agriculture is given by means of text-books, lectures, and practice work ; class-room work is illustrated by means of specimens, models, charts, photographs, etc. As far as possible, each student is required to put in practice the principles taught in the class-room.

Students taking agriculture will be required to put a certain number of hours each week into recitation, study, drawing and practice work.

Work Practice will be an important and prominent feature of the course, and for pure practice the student will receive no wages. After meeting the requirements as to recitation, drawing, practice, etc., the student will be given an opportunity to do necessary work in the department, and will be paid therefor according to his ability and the actual time spent in doing the work, being thus enabled to earn something toward paying board and incidental expenses. Tuition will be free.

Equipment Twenty acres of land have been devoted especially to practice work. Four acres of this have been laid out as a small model farm. Ten acres have been planted with small orchard fruits and the remainder is used for experiment and illustration in the growing of farm, truck and garden crops.

In the Domestic Science Building, the department of agriculture has six large rooms, a museum and lecture room, a laboratory for chemistry and physics, a laboratory for botany, horticulture, and entomology, a farm laboratory, a dairy, and a farm-engineering room. The department has also two greenhouses.

Aside from these the Institute has two large farms, which together cover about seven hundred acres, equipped with buildings, dairy stock, horses, hogs and poultry.

For details of Special Agriculture Course, see page 66.

ELEMENTARY AGRICULTURE

This course is required of all students who take the academic course. The details of the course will be found on pages 25-38.

For the benefit of those who are unable to spare the time for the three years' course in agriculture a number of shorter courses in agriculture and dairying have been arranged.

For the summer course in agriculture, see Summer Institute course of study.



Filling a Silo by Hand

TRADE COURSES

ARMSTRONG AND SLATER MEMORIAL TRADE SCHOOL

The trade school offers courses in the following departments.—**Courses Offered** Carpentry. Painting. Wheelwrighting. Blacksmithing. Machine work. Tailoring. Bricklaying. Plastering. Shoemaking. Harness-making. Steam Engineering. Tinsmithing.

The advantage of entering the trade school is that one can take up a trade by logical and systematic steps from beginning to end. Each department is free to teach fundamental principles, by the careful application of which to commercial work, and by constant drill in the use of tools, it is believed the student has a far better chance of well-rounded training than under the apprenticeship system.

In addition to the above there is large opportunity for experience in the various productive industries on the school grounds. These industries are directly under the control of the Institute and are open to the trade-school students, who are expected, as a part of their respective courses, to spend in them a portion of their time. The trade school, through the munificence of its friends, has one of the best equipments of tools and appliances to be found in the country, and tries to carry out Hampton's underlying thought of providing such an education as will be a help not only to the individual, but through him to his race.

Every trade-school student is required to devote nine **Requirements** hours a day to his trade and two hours to recitations in the night school. He is subject in every way to the general rules governing the Institute, as found in another part of this catalogue.

Applicants for admission to the trade school must be **Admission** not less than sixteen years of age and able to pass the entrance examinations to the Academic Department. (See page 18.) Other terms of admission will be found on page 19.

Each trade-school course is three years, a portion of which may be spent in some of the outside industries. **Length of Courses** The following lines are taken up:—1st. Actual work at the bench; 2nd. Instruction in the kinds, grades and prices of materials used; 3rd. Mechanical or free-hand drawing, which,

as far as possible, bears on each trade; 4th, Drill in competitive labor.

The academic or night-school work consists of drill in arithmetic, language, science, geography, history, penmanship, etc.

A certificate will be given to every student who satisfactorily completes the require amount of work in any of the trade-school courses. It is distinctly understood, however, that the certificate will be given for attainment in skill rather than for length of service.

Certificates



Carpenters at Work on a Stairway

COURSE OF INSTRUCTION

Carpentry Each carpentry student has a bench containing a very complete kit of tools, the use and care of which he is carefully taught by exercises in planing, nailing, boring, sawing, glueing, making joints, etc. When a certain proficiency is reached, a house or barn is erected either inside or outside the trade school and each boy has an opportunity to apply what he has learned to actual house construction in such exercises as:—Laying off foundations, in-

cluding running lines, setting batters, leveling and squaring. Laying off, framing, and putting into place the framework of a house ; as sills, studding, floor joints, plates and rafters, including hip, valley and jack rafters. Closing in and exterior work ; as sheathing, shingling, weather boarding, putting on cornice, making and setting door and window-frames, scroll and ornamental work, porch and piazza work, and step building. Interior work ; as laying floor, casing openings, making and hanging sashes, blinds and doors, wainscotting, mantel work, stair work, including newels, rails and balusters ; laying out and constructing stairway. Miscellaneous work ; as fence building, truss construction, etc.

All exercises are worked from drawings.

Lectures with incidental study will be given on topics connected with the trade ; as foundations, chimneys, trusses, moldings, hardware, painting and glazing, wood and other materials.

An excellent opportunity is afforded of studying the manufacture of lumber from the log to the finish, as the Institute owns and operates a large saw and planing mill with dry kilns and the various machines for the manufacture of lumber.

Painting The room in which the painting is taught is fitted up with twelve booths, each one of which represents a good-sized room. One side of each room is made up like the outside finish of a house, so that in every booth there is an opportunity to learn something of inside and outside painting, and of kalsomining. On the walls of the main room is ample space for brick penciling, stenciling, and other forms of decoration.

Outside Work.—

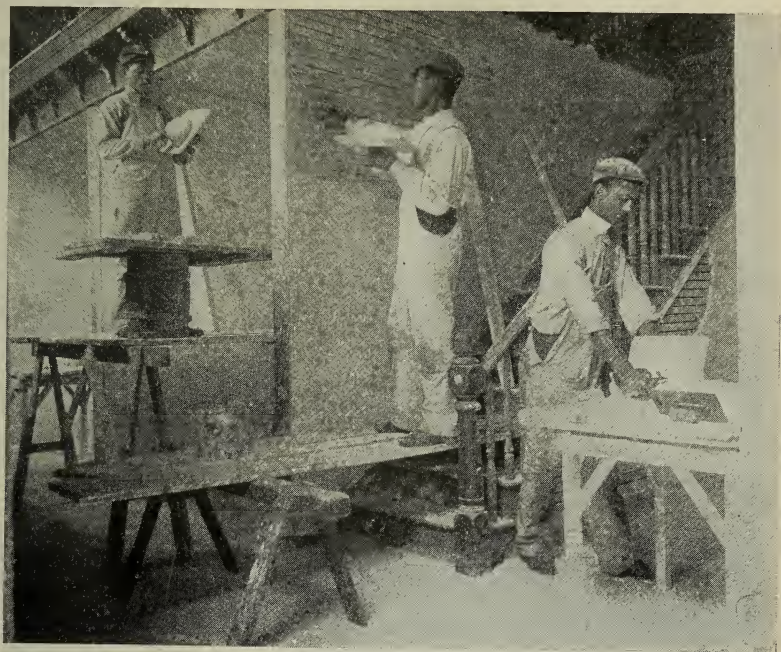
The members of the trade-school painting class are allowed to supplement their training by work in the Institute paint shop which is in another part of the grounds. From this shop they are sent out as regular painters to the various buildings, some sixty in all, that belong to the Institute, a plan which provides as good an opportunity of applying the trade as could well be found. Enough will be given in this course to enable the student to become an intelligent painter of houses ; and instruction will be given, besides, to a limited extent, in graining, hard-wood finishing, kalsomining and frescoing.

The theory of paints, their manufacture and adulteration, and lessons on the mixture and harmony of colors will be given as time may permit.

Carriage Painting may be taken if desired.

Bricklaying and Plastering In this as in the carpentry and painting courses, the greatest stress will be laid on plain house work, including foundations, walls, arches and chimneys. The course of instruction is as follows.—

Bricklaying.—Proper use of the ordinary bricklayer's tools ; making mortar beds and boards, building scaffolds, screening sand, slacking lime, use of coloring material, selecting brick, choice of



Class in Plastering

lime and sand, spreading mortar, use of cement, cleaning brick ; brick pavement, laying foundations with footings, using bond rod, English and Flemish ; use of stretcher, headers, halfheaders, rowlocks, and ties ; laying piers, setting window and door frames ; laying pressed-brick front, trimming joints with pointing trowel and straight edge ; laying off and building arches, square, banded, gothic, circular and inverted ; building chimneys and stacks, square, round, and octagon ; ornamental work, terra-cotta and tile work ; laying drain pipes, culverts, wells, and cisterns ; cleaning walls with acid ; setting bake oven and boiler ; fire-place work, and arched roof work, barrel and dome.

Plastering.—Making mortar and putty, use of hair ; lathing

plastering walls and ceiling ; plastering to ground and to finish ; sand finish ; stucco work ; and running cornice.

Lectures will include the general subjects relating to building as in the carpentry course, and other topics especially connected with brick-laying and plastering.

This course is arranged to combine a knowledge of **House Building** carpentry, bricklaying, plastering, painting, metal-roofing and gutter work ; and the course of instruction will be abridged from the respective departments in which the student is employed. This department is designed for young men who may wish to settle in small communities where a knowledge of several different trades will be of benefit, or for those who wish to become contractors and who desire a general knowledge of the whole building trade.

This course is intended to fit one to be able to handle **Wheelwright-** the work that is found in the ordinary country or city **ing** shop, after taking which the student is expected to be able to build a farm wagon or a plain carriage from beginning to end.

An opportunity is given for a partial course in blacksmithing to go with this course, so that at least the student will know what is needed to properly iron up his work. It is well, too, for the wheelwright to know something of plain carriage painting, and we advise taking an extra year in the paint shop, if it can be afforded.



A Class in Wheelwrighting

Instruction begins with the care and use of the general wheelwright's tools, working out the common processes and principles of wood-work, following the course given in carpentry. (See page 75.)

There then follows the application of these principles in constructing the parts of a wheelbarrow, as handles, bars, legs, spokes and rims, and putting the same together; laying out and making the parts of cart frames, as sills, standards and rails; riveting and bolting together, laying out and making ribbed wagon body, frame work and panels; laying out and constructing wagon gear, including perch, head block and axle bed, the platform gear, with futchels, bed piece, splinter bar, spring blocks, and circle blocks for fifth wheel; carving scrolls on spring bars, side bars and head blocks; making shafts, including bending; making cartwheel, including shaving spokes; working out rims; laying out and mortising hub; and putting the parts together. Exercises are worked out from drawings.

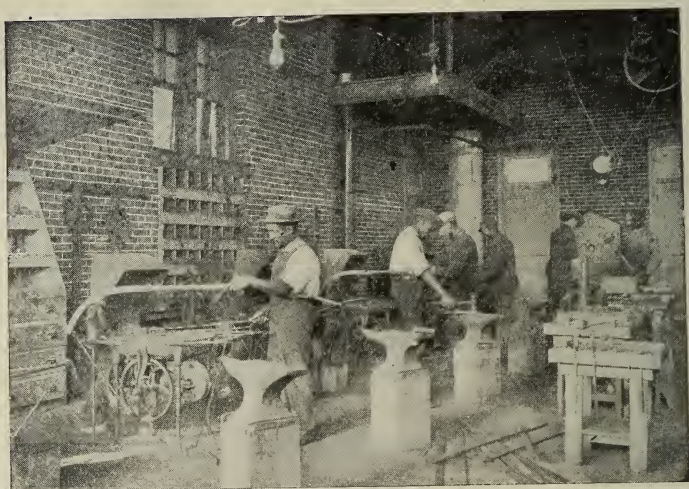
Lectures and study on vehicles, wood and other material used, iron-work as applied to wheelwrighting, carriage painting and trimming, and other topics connected with the trade.

Instruction is given in the care of fire, the best fuels, **Blacksmithing** proper heat; care and use of the general blacksmith's tools, including the working out of the following processes.—Drawing out, upsetting, bending, twisting, punching, cutting off, squaring up, scarfing, welding, brazing, case-hardening, tempering, annealing, heading and threading bolts, making and tapping nuts, riveting, hack-sawing, tire-setting. These processes receive further application in the following.—Forging staples, gate-hooks, hasps, anchors, cleats, hammers, eyebolts, collars, chains, punches, wheel tires, springs, general carriage work, lathe tools and horseshoeing. Work is done from drawings as far as possible.

Lectures on such topics as combustion of fuels, construction of metals, strength of materials, tempering and annealing, arrangement and equipment of shops, power forging, tracking of wheels, artistic forging, specifications and estimates.

In addition to the above a department of scientific horseshoeing has been added and each student, before he can finish his trade, takes his turn at this work. The course in horseshoeing covers the following ground.—

1. Stripping and preparing foot to receive new shoe and nailing in place to give correct lines to agree with the pastern bone.
2. Making shoes from horseshoe iron, and special shoes to over-



A Class in Blacksmithing

come difficulties with the feet such as corns, quarter cracks, contractions, etc.

3. Study of diseases of the feet and remedies which can be supplied by good shoeing.

4. Shoeing to overcome difficulties in the gait, such as interfering, knee-knocking, stumbling, etc.

The course of instruction in the machine shop is as **Machine** follows.—

Work I. *Vise Work*.—Instruction will be given in laying out work to drawings and in the proper use and care of tools, as the chisel, square, file, scraper and hack-saw. The exercises include cape chiseling, broad chiseling, roughing out with file, filing to a line, draw filing, finishing, squaring up, polishing with file and emery cloth, hack sawing, bolt threading, nut tapping, scraping, plane surface fitting, slide fitting, riveting, keyway cutting, tool-making, as dividers and calipers. In addition to the above, each student is given some instruction in forging chisels, lathes, and planer tools, annealing and tempering.

Special lathe work.—This includes small drilling, tapping, knurling, filing and polishing. A course is given in hand-tool work such as small screws, thumb nuts, binder posts and handles.

3. *Drill press work*.—This includes drilling to given depths, blocking out with drill, center drilling, countersinking, counterboring, etc.

4. *Shaper and planer work*.—Cutting off work, planing to dimensions, squaring, inside work, bevel planing, inside keyway, planing T slots and work requiring the use of the surface gauge.

5. *Lathe work*.—Proper use of the lathe, straight cutting, shoulder cutting, tapers, eccentrics, chuck and faceplate work, cutting thread (inside and outside), use of boring bar, polishing, use of centre rest.

6. *Care of tool room*.—The check system is used in issuing tools and the students take turns in the care of this room, which includes keeping the tools in order.

7. *Repair work*.—The greater part of the repair work from the saw and planing mills and from other departments on the grounds is done by the students, which gives an excellent opportunity for practice.

8. *New work*.—A speed lathe and emery grinder have already been built by students; also many new tools, jigs, and special machines. It is expected that each year a small engine or special machine will be built.

This course embraces.—*First*.—Care and management of boilers, including building, stoking, drawing and banking fires, regulating draught, water supply, and steam pressure, using injector, inserting water gauges under pressure, blowing flues, scraping or cleaning tubes, safety-valve adjustment, patching and caulking boilers, inserting and expanding boiler tubes, packing valves.

Second.—Practice in running and caring for engines, making steam connections, setting slide valve, giving proper lap and lead, setting eccentric, arranging for the proper cutting off, filling oil cups, speeding governors, fitting belts, lining up, taking indicator cards, and calculating indicated horse power.

This course is intended to fit men to run boilers or engines in connection with mills, electric-light plants, farms, etc.

In this course students are taken through the steps leading to the making of the various kinds of harness and to carriage trimming, following which, application of the processes is given on harness and carriage work. Instruction and practice are given in making threads, cutting, skiving, and rounding edges of strap, punching, putting on loop and buckle and stitching same, making simple parts of harness, as hame strap, breeching strap and girth.

Second.—Making folded bodies, including making and using patterns in cutting lays, stitching, straight and figured creasing, skiving and sewing up waved and straight raised lays, applying these in breeching, girth, breast, collar, lacing in soft cheek loops, etc.

Third.—Practice in saddle work—as in express, buggy, or coupé harness, using tree, cutting skirts from patent or harness leather or cloth, covering reed and binding saddle, stuffing with hair, tufting, stitching in billets and terrets.

Fourth.—Practice on round work such as gag, face, and winker rounds, round hip strap, trace rein, and bridle.

Fifth.—Practice in cushion work, trimming shafts, leathering dashers and fenders, making falls, lazy back cushions, etc. work on buggy and extension tops, carts, saddles, and other harness and carriage work.

Lectures and study on leather, kinds and styles of harness, drafting harnesses, estimating cost, etc.

In this course practice and instruction are given in the **Shoemaking** steps leading to the production of a shoe, as follows:—

First.—Making wax ends, using bristles, proper position for stitching, use of the awl, practice in sewing, cutting, skiving, and putting on patches with cement, nailing and pegging soles, sewing welt to upper, sewing sole to welt, using sewing machine in stitching upper leather, putting in lining, punching and putting in eyelets and hooks, taking old shoes apart, learning the names of parts and the method of putting them together, practice in cutting lifts and soles, making rands, welts and counters, finishing edge, sandpapering, buffing and coloring soles, lasting (using slips for upper).

Second.—Cutting uppers by pattern, stitching, lasting, bottoming and finishing a pegged shoe of ordinary grade.

Third.—Measuring foot, fitting last, developing patterns, selecting stock—as uppers, soles, counters, felt, thread, etc., cutting out stock, and making sewed shoes to measurements.

Applicants for this trade will take up work as follows:—

Tailoring follows:—

First year.—Technical work in sewing. Free-hand drawing. The study of woollens. The making of trousers. Occasional talks on business methods.

Second year.—Sewing. Free-hand drawing. The study of fabrics. Study of the cost of garments. Practical examples in estimating ma-



Class in Shoemaking

terial and cost of suits. Study of the form. Drafting by actual measurements. The making of coats and vests. Alterations.

Third year.—Test of the student's executive ability, and special practice and instruction in the details of running a successful business. Practical talks given from time to time in regard to the purchase of goods. The making of citizens' suits, frock coats and overcoats. During this year as much productive work as possible is given the student.

The following is a list of some of the details of the course:—Correct position of workman, proper methods of threading needle, position of needle and thimble while sewing, practice in machine running, care of machine, stitching used in making of clothes,—as plain basting, close basting, seaming or full back stitch to one sixteenth, side stitch, felling stitch, serging, herring bone, feather edge, making buttonholes, cord, flat, round and feather edge, sewing on buttons of different kinds, as the neck, eyelet and flat face.]

Application of these processes is given in parts of garments. First, practice on parts of pantaloons, as hip pocket, side pocket, top pocket, watch pocket, button fly, button-hole fly, waist band, pant straps, turning up bottom, filling in parts of the trimming, seat lining, protection in the bottom, front pant buckle, pressing and shrinking. These principles are applied in making a pair of pantaloons. Application is then given of the simple processes in the parts of a vest, as in making welt, patch and faced pocket, putting in stiffening, stay tape to hold front,

making and putting on collar, back strap and buckle, joining back and front, after which a vest is made. Application of processes follows in parts of a sack coat, as flat, cash, and ticket pockets, breast pockets, inside and outside, putting in canvas, stay tape, sleeve vent and cuffs, fitting sleeve, adjusting fullness, regulating looseness of lining, padding, springing of shoulders, and pressing of seams, top and bottom collar, stitching around edge, and necessary pressing.

These principles are then applied in a sack coat.

In repair work practice is given in patching, darning, splicing, inserting round, square and triangular patches to match stripes, putting on braid, half and half, flat and cord, scrubbing, cleaning, pressing and sponging.



Class in Mechanical Drawing

Mechanical Drawing

The course in mechanical drawing is given as a part of the training of all trade students. Tailors, shoemakers, harness-makers and painters have free-hand drawing instead.

The drawing is arranged with a view of giving the student a general knowledge of working drawings, preparing him to interpret intelligently drawings placed before him, and to cultivate his ability to

make working drafts, plans, elevations, and sections of tools, buildings, machines, wagons, and other work in the line of his trade, and to build according to the same.

The course comprises.—

1. a. The study of projection—plans, elevation and sections.
b. Practice in free-hand sketching (projection).
2. Spacing and drawing straight and curved lines.
3. Making joints.
a. Between straight lines.
b. “ “ “ and curves.
c. “ curved lines.
4. Making block letters.
5. Geometrical problems.
6. Drawing plans, elevations and sections (a) from the object itself, (b) from other drawings, (c) from memory or original design.
7. Getting out bill of material and estimating cost of some pieces of work actually done.
8. Designing and estimating.

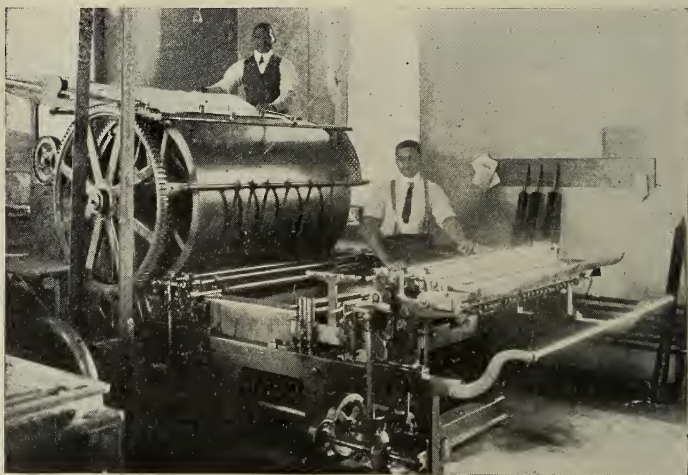
Cabinet Making

The course in cabinet making is open to a limited number of applicants who can show special need and aptitude for this particular trade. The first year is spent in studying the principles of carpentry and joinery. Then follows a course in wood turning, wood carving, study and design of furniture, repairing of furniture, and the actual construction of cabinets, tables, bookcases, etc. French polishing, staining and finishing of woods are also introduced.

Instruction will be given in the care and use of tinner's tools, working out the processes entering into general tin work—as roof covering, conveying of water, manufacture of tin ware, setting up stoves, and pump work. It will include pattern cutting, folding on break, soldering, riveting, brazing, burring, double seaming, forming on rollers, hand-seaming, beading, bending and mitering.

Enough practical work is found on the school grounds to give good drill in the many applications of the tinner's trade.

It is in general understood that a student entering one of the above trade-school courses will confine himself to his particular line of work throughout the course. Legitimate combinations of the various courses are permissible when approved by the officers of the school. For instance, wheelwrighting and blacksmithing could be combined, also harness and shoe making, and carpentry, bricklaying, plastering and painting. (See House Building Course.)



ADDITIONAL TRADE COURSES

In addition to the courses offered in the trade school, apprentices are taken in the following courses in connection with the school industries. The number received in this way is limited.

Printing Applicants for this trade must pass the examination for entrance to the Middle class.

Instruction and practice are given in press work, including making ready and running jobs on small job press; at the case in plain composition,—as learning cases, sizes and faces of types, proper position for holding composing stick, setting type, justifying, emptying stick, and putting on galley; leading, arranging in chase, locking up; proving and correcting proof; cleaning and care of type, distributing dead matter, etc., reading proof; making ready and running cylinder press; check- and order-book binding; book composition and imposition.

Application of these principles is given in the varied work of the printing office, as setting and printing note heads, bill heads, circulars, envelopes, posters, bills of fare, tabular work, blanks, color work, tablet binding, etc.

Lectures, reading and study will include topics connected with general printing—as stereotyping, electrotyping, various processes of cut making, estimates, stock, etc.



The course in upholstery includes :—Chair caning,
Upholstering plain and fancy ; splint weaving and rush bottoming.
Mattress making. Upholstering of plain and Turkish
furniture.

Talks are given on materials and on styles of furniture.

DEPARTMENT OF PRODUCTIVE INDUSTRIES

These industries are conducted as business enterprises and are open to the students who have passed a year in the trade school, or training department. (See pages 74-87.)

They afford the opportunity of learning how productive industries are managed, of making practical application of the principles learned

in the trade school, and incidentally of earning wages. They also furnish some opportunity for skilled labor to young men working for credit to enter the day or trade school.

Wheelwright and Blacksmith Shop This shop, with its two departments, is engaged in manufacturing carriages, wagons and carts for the school and for outside trade, in general repair work and in horseshoeing. The wheelwright department has an outfit of general wheelwright tools and benches and employs about eight workmen.

Tin Shop The tin shop has charge of the general tin and stove work connected with the institution—as the making and repairing of utensils, laying and repairing tin roofing, making and hanging conductors, making stove pipe, setting up stoves, and other shop and general repair work.

Tailoring Department This department employs about twenty students. It furnishes the uniforms of the cadets, manufactures citizens' suits for school and outside trade, and does custom work in general, making yearly, upwards of 1,500 garments. It also designs patterns and does scouring, pressing, repairing and similar work for the school and for the outside trade.

Shoe Shop The shoe shop is engaged in the manufacture of hand-made shoes, both work shoes and fine grade, pegged and sewed, for the school and for the outside custom trade, and in general repair work. It employs about nine students and has the ordinary outfit of tools and appliances.

Harness Shop All of the harness work of the school is done in this shop, including repairing and making new harness for farm work, driving, etc. Harnesses are also made to order for outside customers, and repair work is done for the school. Carriage trimming, as it is included in carriage repair work is also done. The shop has the usual supply of tools and appliances and employs an average of five men.

Paint Shop This shop does all the painting connected with the sixty buildings on the premises, both exterior and interior work, kalsomining and paper hanging; also the painting and finishing of the products of other shops, as carts, barrows, agricultural implements, furniture, sign painting and lettering; upholstery work on chairs and other furniture, mattresses, and the like. Employment is given to about ten men.

Machine Shop This department employs eight or ten students and carries on a general repair and jobbing business for the other departments of the school and for outside trade.

Bricklaying and Plastering Department All repairs to brick work, setting boilers, repairing flues and bake ovens, making and laying of granolithic walks, plastering old or new buildings, come under this department. Fifteen or twenty students are employed.

The above industries are carried on in connection with the regular trade school department and are managed by the teachers of the same.

Huntington Industrial Works The works comprise three departments—the saw mill, the lumber yard and the planing mill.

The saw mill is equipped with a band saw, steam feed and conveying rolls, and automatic trimmer and slasher; it employs about twenty-five men, and saws annually six million feet of lumber. This is brought to the mill in rafts, and after sawing, is kiln-dried and shipped to various markets.

The planing mill, with its equipment of saws, planers, matching and moulding machines, is engaged in the manufacture of mouldings, flooring, ceiling, siding, and other house finishings for the general market and employs about fifteen men.

Carpenter and Repair Shop This shop is supplied with general carpenters' tools, circular and small saws, upright moulder and mortising machine, and employs about twenty workmen. It has charge of the general repair work of the buildings, of which there are upwards of sixty, and of the furniture connected therewith; it also manufactures new work—easy chairs, desks, tables and other cabinet work, and does a portion of the new building.

The cabinet-making department belonging to the repair shop employs six or seven men in the manufacture of window and door frames, sashes, doors, mantels, scroll work, and other interior and exterior finish, stair work and cabinet work, chests, bookcases, tables, etc. It has an equipment of lathes, circular, jig and band saws, buzz and pony planers, boring, mortising and tenoning machines, cabinets, benches and tools.

Yellow and white pine, poplar, and hard woods are used.

The work of this department includes all the school **Normal School** printing, as letter heads, envelopes, circulars, catalogues, outside job work, two monthly publications, **Press** and nature-study leaflets. The equipment consists of two cylinder presses, three job presses, a lever and steam cutter, perforator, stabber, card cutter, and wire-stitching machine. It employs about twenty men.

Engineering Department This department has the care of the steam plant or furnishing the steam for power and heat, also of the water supply. It includes the management of nine boilers, the running of three large and four small engines, the heating of three dry-kilns and nearly all the buildings on the premises, the running of the steam pumps connected with the water supply and sewerage, and the laying of water and steam pipes in both new and repair work. It employs an average of seventeen men.

Farming The land under cultivation comprises about 700 acres, 100 at the Home farm and 600 at the Hemenway farm, five miles distant. Corn and oats are the principal crops, with some hay, potatoes and other vegetables. The farms are stocked with 222 milch cows and young cattle, 36 horses, and several hundred hogs and fowls. The product of butter, milk and cream from the dairies is used in the school. Products from the greenhouse are largely shipped away, as are also other surplus products. Modern buildings, machinery, and appliances are in use at both farms.

Sewing and Furnishing Department This department supplies all the bed and table linen, towels, etc. needed by the school and fills orders for shirts and underwear for the young men, and for gymnastic suits, cooking aprons, etc. needed by the young women. It employs about fifteen seamstresses on full time.

House work Etc. Besides the work furnished incidentally in the previously named industries to students working for a credit balance, employment is offered both to young men and young women in the various household departments and offices. The students are employed as waiters, cooks and helpers in the dining-rooms and kitchens, janitors, laborers about the grounds, orderlies, etc. Young women can find work in the care of rooms and corridors, and in the large steam laundry where the weekly washing of the whole institution is done, and where the clothes of the young men are mended.

VACATION COURSES

The trade school offers to boys from ten to seventeen years old, who live in the immediate vicinity, instruction in the following trades during the months of July and August:—Manual training, carpentry, blacksmithing, wheelwrighting and shoemaking. The students in these classes will be expected to come promptly at 9 o'clock every morning in the week except Saturday and work until twelve.

It is not expected in this summer course to turn out finished workmen, but it is hoped that the instruction will lead up to the taking of a full trade as a regular student at Hampton Institute, and that incidentally much useful knowledge will be acquired.

Sewing The children's sewing class meets for two hours each morning during July. This course includes the various stitches used in hand sewing. They are applied in the making of dolls' garments, the object being to train the hand and eye and also to teach the beginnings of practical garment making.

Whittier Garden The garden planted in the spring by the Whittier children will be cared for by them during the summer under the supervision of the agriculture department.

HAMPTON SUMMER NORMAL INSTITUTE

1902

July 1st to July 29th

W. B. EVANS, *Conductor*

The purpose of the summer institute is to afford teachers, especially those of rural schools, an opportunity for combining the study of the common-school branches and the methods of teaching them with manual training, including domestic science, domestic art, upholstering, bench work, agriculture and dairying. An important feature is the practice school which is typical of the average country school. Practical kindergarten work is also demonstrated. The work in manual training is emphasized and affords each teacher an opportunity to develop skill in doing and method in teaching an increased variety of hand work. Nature study has prominence in the course and is supplemented by advance work leading up to the practical principles of agriculture.

The Hampton Normal and Agricultural Institute is an ideal place for such work and the authorities place its entire equipment at the service of the attending teachers.

From fifteen different states four hundred and fifty-one teachers registered for the session of 1902. Three hundred of these took, besides the regular academic course, some form of manual training.

The money to defray the expenses of these institutes is appropriated every year by the State of Virginia, the Peabody Educational Fund and the Hampton Normal and Agricultural Institute.

Instructors and Subjects

NATURE WORK

ANNA M. GODING, Principal Normal School, Washington, D. C.

GRAMMAR AND COMPOSITION

JENNIE M. SPEARS, Principal Mott School, Washington, D.C.

ADVANCED ENGLISH

EMILY J. HARPER, Head Teacher of English, Armstrong Manual Training School, Washington, D. C.

ARITHMETIC

TAYLOR B. WILLIAMS, Indianapolis Public Schools

SIMPLE BUSINESS FORMS AND METHODS

HARRIS BARRETT, Hampton Institute

GEOGRAPHY

SUSAN SHOWERS, Hampton Institute

PHYSICS

A. J. SEYMOUR, Hampton Institute

PRIMARY METHODS

MARY H. ADAIR, Hampton Institute

NEGRO IDEALS

D. WEBSTER DAVIS, Richmond Public Schools

AMERICAN HISTORY

L. G. FLETCHER, Armstrong Manual Training School, Washington, D. C.

CIVICS

I. O. WOODLEY, Teachers College, New York, N. Y.

DRAWING

FOREST GRANT, Director of Drawing, McKinley Manual Training School, Washington, D. C.

MANUAL TRAINING

JOHN H. JINKS, Hampton Institute

The work of this course includes clay modeling, paper-cutting and pasting, cardboard constructive work and knife work in thin wood suitable for the 1st, 2nd, 3rd and 4th year of public-school work. The models are carefully selected to meet the needs of the pupils, and are subject to modification, if in the opinion of the instructor, the local needs of any special section of the country require it.

During the last half of the term elementary bench work is taken by those teachers who desire it when instruction is given in making simple apparatus for class-room use.

Special emphasis is given to suitable forms of manual training for rural schools. The materials used are such as abound in rural districts or may be easily procured.

Discussions are held upon the educational as well as the practical value of manual arts and the proper methods of presentation in the class-room.

HOME COOKING

E. B. KRUSE, Howard High School, Wilmington, Delaware

TECHNICAL COOKING

SARA E. BREED, Principal of Southern Educational Classes, Norfolk, Va.

SEWING

JESSIE A. WIER, Hampton Institute

BASKETRY

CORA R. BRUNSON, Hampton Institute

UPHOLSTERING

JOHN F. LACROSSE, Hampton Institute

AGRICULTURE

CHARLES L. GOODRICH, Hampton Institute

Practical Agriculture.—Nature Lessons for School and Farm.

One of the great needs of the country is better training for the farmer in those matters which are directly connected with his everyday life. This training should begin in the public schools.

With this end in view, a suggestive course of lessons dealing with plants, soils and animals has been prepared.

The method of instruction is by observation on the farm and in the school garden, and by experiments in the class-room requiring only the simplest of apparatus.

DAIRY HUSBANDRY

WILLIAM S. SWEETSER, Hampton Institute

This course is planned especially for the rural teacher. It gives practice in aerating milk, the different methods of creaming, including the use of hand and power separators, ripening cream to the proper acidity; churning, washing, working and printing butter. In addition to the practice work, brief talks are given on grading up the dairy herd; characters of dairy cattle; construction, care and ventilation of stables; foods and feeding; milking; composition, care and handling of milk and its products.

IN CHARGE OF BOOK EXHIBIT

M. JENNIE GARRISON, Hampton Institute.

It is the purpose of the Hampton authorities to make the annual sessions of the Teachers' Institute second to none in this country.

The class-room rather than the lecture system is followed in all subjects.

Certificates are given those teachers who attend regularly and complete the course satisfactorily.

Board and lodging on the grounds for the whole session costs ten dollars. This is the only charge made.

A model school including a kindergarten is in session during the institute.

An exhibition of school books, literature and apparatus from the best publishing houses is a prominent feature of the sessions. Several hundred books are given away.

The shops of the trade school are open for any who may wish to work at a trade.

The summer institute next year will continue for six weeks, the cost of board on the grounds being ten dollars for the whole session. Dr. Evans will again act as Conductor and the same corps of instructors will be continued with some additional teachers and lecturers.

Correspondence concerning the summer institute should be addressed to Captain Allan Washington, Hampton Institute, Hampton, Va.

THE HAMPTON NEGRO CONFERENCE holds its annual session here during July. This affords an opportunity for teachers to listen to the discussion of questions of vital interest by many of the most cultured and scholarly men and women of the race.

Class Lists—1902-1903

NORMAL COURSE

(POST-GRADUATE CLASS)

Carter, Susie A Atlanta, Ga. . . Library Methods
 Conger, Lucy I Andrus, S. D. . . Agriculture and Academic
 Davis, Evalina A . . . Burkeville, Va. . . Cooking and Sewing
 Greene, Bettie C . . . Hayneville, Ala. . . Kindergarten and Primary
 Quinney, Adele P . . . Gresham, Wis. . . Agriculture and Academic
 Ransom, Frances J . . Hartford, Conn. . . Cooking and Sewing
 Sheppard, Luverdie . Churchland, Va. . . Laundry
 Swayney, Arizona . . Cherokee, N. C. . . Basketry and Pottery
 Taylor, Josephine A. New Haven, Conn. . . Kindergarten and Primary
 Townsend, Daisy E . . Camden, S. C. . . Cooking and Sewing
 Wingate, Helen H . . Boston, Mass. . . Cooking and Sewing

Blanton, Joshua E . . Rice Depot, Va. . . Agriculture
 Blount, George W . Henderson, N. C. . . Business
 Cobbs, Robert H . . Lynchburg, Va. . . Business
 Coles, Chester A. A . . Atlanta, Ga. . . Carpentry
 Deveaux, John H . . Savannah, Ga. . . Business
 Hargrave, Garnett D. Wilmington, N. C. . . Blacksmithing
 Morgan, Jacob C. . Fort Defiance, Ariz. . . Carpentry and Business
 Murray, Nathaniel A. Washington, D. C. . . Agriculture
 Pitt, Claudius N . . Bowers Hill, Va. . . Business
 Robertson, James E. J. . Roanoke, Va. . . Carpentry
 Ukipata, Edward K . Niobrara, Neb. . . Academic
 Webster, Isaac N . . . Oneida, Wis. . . Agriculture

ACADEMIC COURSE

DAY SCHOOL

SENIOR CLASS

Brown, Mary Lelia Newport News, Va.
 Chaney, Virgie G Hampton, Va.
 Cradic, Addie E Wayne, W. Va.
 Edmondson, Rosalia Winton, N. C.
 Evans, Lelia L Ware Neck, Va.
 Galloway, Lovie D Winston-Salem, N. C.
 Greene, Virginia K Charlottesville, Va.
 Hackley, Gettie M Roanoke, Va.
 Harmond, Burnette Hampton, Va.
 Jeter, Gertrude E Newport News, Va.
 Jones, Delcenia Portsmouth, Va.

Moore, Irene R	Abingdon, Va.
Nelson, Ada	Raleigh, N. C.
Parker, Ida Estelle	Newport News, Va.
† Parker, Wilhelmina	Roanoke, Va.
Parsons, Sarah R	Land, Va.
Peniston, Mary A. E	Baltimore, Md.
Phillips, Susan F	Mt. Washington, Md.
Poodry, Fannie C	Basom, N. Y.
Reid, Marian M	Bristol, Va.
Thomas, Lillian R	Falls Church, Va.
Thorne, Simsie E	Washington, D. C.
Wade, Eva G	Roanoke, Va.
Wilson, Virginia A	Gertie, Va.
Alford, Pierrepont	Shawnee, Okla.
Bassette, Andrew W. E	Hampton, Va.
Browne, Thomas L	Atlee, Va.
Burrell, William S	Lawyers, Va.
Burwell, Hartford R	Raleigh, N. C.
Busbee, Frederick D	Snow Hill, N. C.
Claytor, John B	Jacks Mill, Va.
Claytor, William O	Jacks Mill, Va.
Clifford, James B	Casey, S. D.
Hall, Lorenzo E	Mt. Meigs, Ala.
Hamlin, George H	Fosston, Minn.
Harrison William H	Lima, Pa.
Holloway, Samuel D	Charleston, S. C.
Jentons, John A	Madison, Va.
McKoy, James F	Bunnlevel, N. C.
Norcom, William P	Portsmouth, Va.
Phillips, Solomon	Hampton, Va.
Reid, Albert O	Gatesville, N. C.
Robinson, James W	Hampton, Va.
Rodgers, Julian P	Montgomery, Ala.
Ross, Oliver C	Allen, S. D.
Rowe, Edward Blyden	Charleston, S. C.
Scott, Adoniram	Hampton, Va.
Skenandore, Edward	Oneida, Wis.
Smith, John Elliott	Northwest, Va.
Southall, John H	Charlottesville, Va.
Watkins, Harvey L	Kansas City, Kan.
White, William T	Hobbsville, N. C.
Williams, Patrick J	Greenwood, S. C.

MIDDLE CLASS

Alexander, Jennie R	Palmer Springs, Va.
Alston, Nannie E	Warrenton, N. C.
* Barrow, L. Elnora	Macon, Ga.
Bennett, Willie V	Macon, Ga.

* Left before January 1st. † Died.

Black, Annie B	Norfolk, Va.
Boggs, Sarah A	Baltimore, Md.
Broadfield, Annie M	Hampton, Va.
Brown, Florence	Holdenville, I. T.
Brown, Miranda J	Roanoke, Va.
Catlett, Martha E	Hayes Store, Va.
Charging Wolf, Lizzie	Kyle, S. D.
Christmas, Essie	Warrenton, N. C.
Clark, Rosa C	Corbin, Va.
Cohen, R. Anna	Fallston, Md.
Conger, Alice C	Andrus, S. D.
Cralle, M. Martenia	McFarlands, Va.
Cunningham, Louise	Manchester, Va.
Daniel, Lucy J	Roanoke, Va.
Dolly, Nettie E	Baltimore, Md.
Doxtater, Nancy	Oneida, Wis.
Dunton, Fidelia C	Baltimore, Md.
Evans, Kate S	Ware Neck, Va.
Harmond, Hattie B	Hampton, Va.
Hill, Josephine	Oneida, Wis.
Hill, Rose	Oneida, Wis.
Howard, Amaza C	Petersburg, Va.
Irby, Jannie E	Rodden, Va.
Jacobs, Mary E	Rich Square, N. C.
Jennings, Zenobia	Newport News, Va.
Johnson, Blanche L	Newport News, Va.
Johnson, Lucy A	Brookewood, Va.
Jones, Harriet M	Niagara Falls, N. Y.
Keasley, Annie B	Stanardsville, Va.
Kidd, Meachie, A	Tappahannock, Va.
King, Mary E	Achilles, Va.
* Lewis, Annie M	Mathews, Va.
Lumpkins, Linnie	Roanoke, Va.
Miles, Pearl La B	Hampton, Va.
Nixon, Mary E	Wrightsville, N. C.
Payne, Celia M	Merry Point, Va.
Person, Mary Alice	Weldon, N. C.
Pinkston, Bettie L	Winston-Salem, N. C.
Poole, Dadie A	Hampton, Va.
Price, Bertie B	Calhoun, Ala.
Ransome, Lennie O	Hampton, Va.
Robinson, Mary L	St. Louis, Mo.
Ross, Malinda	Lorraine, Va.
*Scott, Ossie L	Eheart, Va.
Shawnee, Eva	Shawnee, Okla.
Starks, Bettie M	Mount Meigs, Ala.
Taylor, Eugenia M	Roanoke, Va.
Terry, Alice A	Roanoke, Va.
Townsley, Susie T	King and Queen, Va.

* Left before January 1st.

Truman, Maggie M	Durham, N. C.
Watkins, Malinda L	Roanoke, Va.
White, Eva	Hampton, Va.
Wiggins, Lottie A	Whitestone, Va.
Wimbush, Josie C. E	Vinton, Va.
Wise, Alice	Baltimore, Md.
Baird, Reuben	Oneida, Wis.
† Brock, La Salle	Burnleys, Va.
Brown, Ernest E. H	Roanoke, Va.
Brown, Stephen B	Montgomery, Ala.
Buckner, George W	Charlottesville, Va.
Cherry, Homer T	Lumpkin, Ga.
Chooromi, John	Keams Canyon, Ariz.
Clifford, John	Casey, S. D.
Collins, George S	Norfolk, Va.
Collins, John M	Kendall Grove, Va.
Cooper, Jeremiah S	Roanoke, Va.
Davis, John	Baltimore, Md.
Evans, Almancy L	Great Bridge, Va.
Ewell, Henry S	Rye, N. Y.
Gilliam, Chester A	Clinton, Va.
Gresham, George W. V	Athens, Ga.
Hamlin, Louis C	Fosston, Minn.
Hobday, Robert T	Achilles, Va.
Johnson, George P	Colorado Springs, Colo.
Johnson, Sargeon G	Franktown, Va.
Lattimore, John	Hampton, Va.
Mayo, Laban H	Hampton, Va.
Meeks, Alonzo M	Owenton, Ky.
Monroe, James P	Brunswick, Ga.
Mundy, George A	Henderson, Ky.
Murdock, James T	Mitylene, Ala.
Murray, William H	Alexandria, Va.
Norcom, James G	Portsmouth, Va.
Paige, R. G. Leslie	Berkley, Va.
* Pankey, Blair W	Roanoke, Va.
Price, Benjamin F	Leroy, N. Y.
Quick, Frederick D	Sanford, N. C.
Scott, Jacob L	Paces, Va.
Smith, John M	Roanoke, Va.
Smith, Oscar	Oneida, Wis.
Thorne, Norwood A	Summerville, S. C.
Tyner, John	Turley, I. T.
Walker, William R	Charlottesville, Va.
Wharton, Ulysses S	Averett, Va.
Wheaton, Benjamin D	Concord Depot, Va.
White, Frank M	Hicks Wharf, Va.
Wright, Charles H	Baltimore, Md.

* Left before January 1st. † Died.

JUNIOR CLASS

Allen, Lucy H	Palmer Springs, Va.
Anglin, Bonnebel V	Martinsville, Va.
Armstead, Dora	Phoebus, Va.
Ashville, Jane H	Vinton, Va.
Austin, Emma	Red Bluff, Va.
Bailey, Sarah J	Hampton, Va.
Bear, Stella V	Fort Berthold, N. D.
Beloate, Mary B	Onley, Va.
Bender, Annie	Fosston, Minn.
Blackmon, Mamie A	Raleigh, N. C.
Blackwell, Harriet G	Manchester, Va.
Bland, Ruth A. A	Boston, Mass.
Blue, Mary F	Hampton, Va.
Booth, Agnes I	Indianapolis, Ind.
Bradley, Celia A	Mt. Meigs, Ala.
Braxton, Ocie C	Newport News, Va.
Brown, Eugenia	Annapolis, Md.
Burgess, Mary M	Warrenton, N. C.
Carrington, Nannie J	Manchester, Va.
Carter, Eva B	Millenbeck, Va.
Cash, Bettie M	Winston-Salem, N. C.
Chimal, Etta	Mescalero, N. M.
Cornelius, Rebecca	Oneida, Wis.
Creekmur, Mabel S	Deep Creek, Va.
Davenport, Ada J	Nameless, Va.
Davis, Bessie P	Hampton, Va.
Dunlap, Alice	Birdtown, N. C.
Ellett, Emma A	Hampton, Va.
Evans, Sue	Ware Neck, Va.
Fairfax, Agnes O	Oregon, Md.
Faulk, Gilberta	Savage Crossing, Va.
Franklin, Alberta	Flushing, N. Y.
Greene, Willie W	Lynchburg, Va.
* Guilford, Mattie R	Brookfield Center, Conn.
Gutierrez, Carlotta	Cuba, N. M.
Harris, Zelma	Hampton, Va.
Harrison, Jaylia H	Lincoln University, Pa.
Higgs, Fannie G	Scotland Neck, N. C.
Hobday, Eliza J	Achilles, Va.
Hunter, Sarah E	Roanoke, Va.
Hunter, Susan C	New York, N. Y.
Jackson, Emily H. A	Sugarland, Md.
Jackson, Lenora A	Brooklyn, Va.
Jameson, Mattie E	Milestown, Md.
Johnson, S. Ann	Clinton, Va.
Jones, Georgiana	Raleigh, N. C.
Laster, Mattie	Indianapolis, Ind.

* Left before January 1st.

Leggon, Christiana O	Abingdon, Va.
Lively, Carrie F	Hampton, Va.
Lucas, Rosa B	Richmond, Va.
Ludwick, Lena	Oneida, Wis.
McGriff, Valonia	Orange, N. J.
Maddux, Emma D	Nowo, Va.
Major, Mary M	Phoebus, Va.
Marshall, Ellen L	Nameless, Va.
Martin, Pearl	Huntington, W. Va.
Moseley, Florence G	Jersey City, N. J.
Moss, Nettie C	Winston-Salem, N. C.
* Oliver, Arthelia	Danville, Va.
Parrish, Mary L	North, Va.
Pemberton, Mamie E	Richmond, Va.
Penn, Ruth	Farland, Va.
Pope, Eliza M	Abingdon, Va.
Powell, Maud C	Manchester, Va.
Quiett, Anna M	Winchester, Va.
Randolph, Laura B	So. Orange, N. J.
Reade, Margaret B	Abingdon, Va.
Robinson, Carrie C	Florence, Ga.
Sanderlin, Annie M	Fentress, Va.
Saunders, Annie	Phoebus, Va.
Savage, Lizzie A	Birdsnest, Va.
Shawnee, Rebecca	Shawnee, Okla.
Sheppard, Ursula L	Churchland, Va.
Silverheels, Florence W	Irving, N. Y.
Smith, Eva	Berkley, Va.
Sneede, Lillie M	Charlottesville, Va.
Snyder, Emma J	Farland, Va.
Spencer, Marietta	Lynchburg, Va.
Stephens, Ida M	Norfolk, Va.
Stephenson, Carrie V	Lynchburg, Va.
Stiles, Lottie R	Fort Berthold, N. D.
Sugg, Mary E	Hampton, Va.
Summers, Mary J	Oneida, Wis.
Taylor, Annie P	Conowingo, Md.
Van Hoy, Dovie L	Winston-Salem, N. C.
Walker, Carrie I	Lynchburg, Va.
Walker, Tulie	Fort Defiance, Ariz.
Watkins, Mary E	Roanoke, Va.
Webb, Eliza L	Roanoke, Va.
White, Alice E. L	Portsmouth, Va.
White, Sadie E	Hicks Wharf, Va.
Whiting, Maggie V	Phoebus, Va.
Wiggins, Hattie	Whitestone, Va.
Wilson, Ellen	Norman, Wash.
Wormley, Lelia L	Fredericksburg, Va.

* Left before January 1st.

Alford, Charles R	Shawnee, Okla.
Black Hawk, Joseph	Winnebago, Neb.
*Blackwell, George W	Manchester, Va.
Blow, William W	Hampton, Va.
Brokenburr, Robert L	Phoebus, Va.
Carter, Frank L	Norfolk, Va.
Catus, Joseph J	Winton, N. C.
Chavez, Alesandro.	Tule, Ariz.
Coles, Harry C	Kansas City, Mo.
Connor, William P	West Norfolk, Va.
Corpening, Benjamin G	Marion, N. C.
Dandridge, Moses F	Richmond, Va.
Dilworth, Benjamin F	Lawrenceville, Va.
Gardner, Elijah H	Allendale, S. C.
Giard, Antoine	Fosston, Minn.
Grasty, Clarence H	Danville, Va.
Hogwood, William D	Rice Depot, Va.
Hood, Clarence	Ednor, Md.
Hubbard, James C	Natural Bridge, Va.
Jones, Thomas H	Phoebus, Va.
Kasto, John	Pipestone, Manitoba, Canada
Keeling, George T	Brooklyn, N. Y.
Lassiter, James W	Madison, N. J.
Long, Edward H	Hornstown, Va.
Lowdog, Luke	Fort Yates, N. D.
Menz, Joseph	Fort Yates, N. D.
Midgett, Lewis H	Washington, N. C.
Montague, William H	Hague, Va.
Morgan, Leroy	Frankfort, Ky.
Moseley, John H	Great Bridge, Va.
Rabb, Seth H	Taylor, Texas
Sebree, William	Mila, Va.
Smith, J. Bradford	Lunenburg, Va.
Smith, Robert	Oneida, Wis.
Strother, Rutherford H	Pocahontas, Va.
Thomas, David A	McKenney, Va.
Walton, William H	Richmond, Va.
Washington, John H	Tuskegee, Ala.
Williams, John R. I	Hampton, Va.
Yeago, Frank	Pine Ridge, S. D.

PREPARATORY CLASS

Adams, Louisa	Oneida, Wis.
Bowden, Laura L	Norfolk, Va.
Brock, Lilla D	Norfolk, Va.
Brown, Katie L	Richmond, Va.
Butler, Laura L	Anadarko, Okla.
Canfield, Susie	Loretta, S. D.
Cirtchet, Mamie	Manderson, S. D.

*Left before January 1st.

Cooper, Minnie	Oneida, Wis.
Cotten, Della C	Greensboro, N. C.
Cummings, Lucy	Pawnee, Okla.
Fire Thunder, Angelique	Manderson, S. D.
Giard, Celena	Fosston, Minn.
Harth, Maggie E	Roanoke, Va.
Hawkins, Daisy L	Lynchburg, Va.
Hill, Julia O	Norfolk, Va.
Hood, Laura F	Lynchburg, Va.
Moose, Esther	Redwood Falls, Minn.
Parker, Carrie B	Hampton, Va.
Red Fox, Emma	Fort Yates, N. D.
Robinson, Elizabeth	Hampton, Va.
Shawnee, Lydia	Shawnee, Okla.
Silas, Lillie	West Depere, Wis.
Skenandore, Leah	Oneida, Wis.
Skenandore, Minnie	Oneida, Wis.
Taylor, Amaza E	Lynchburg, Va.
Tyner, Rachel K	Turley, I. T.
Upshaw, Ruth	Pawnee, Okla.
Webb, Pauline F	Bellehaven, Va.
Webster, Lydia	West Depere, Wis.
White, Rosa L	Knolls, Va.
Williams, Esther A	Millwood, Va.
Alford, Paul L	Shawnee, Okla.
Anderson, William E	Berkley, Va.
Ashby, John C	Berkley, Va.
Beauford, Patrick T	Harpers Home, Va.
Bentley, Charles K	Christiansburg, Va.
Burress, James R	Staunton, Va.
Coleman, Richard E	Riceville, Va.
Dixon, Shermont A	Falls Church, Va.
Fears, Lee R	Greenbay, Va.
Fountain, Percy	Rio Vista, Va.
* Frosted, Philip	Fort Yates, N. D.
* Hogans, Christopher C	Edenton, N. C.
Hood, Luther	Shawnee, Okla.
Kyles, David	Prospect, Va.
Littlejohn, Thomas G	Webster, S. C.
Lyle, Wm. Jasper	Lexington, Va.
Martin, Robert B	Tohatchi, N. M.
Nottingham, John	Townsend, Va.
Owl, Theodore A	Cherokee, N. C.
Pleets, Jesse	Fort Yates, N. D.
Seneca, Jacob S	Irving, N. Y.
* Siyaka, Clarence	Fort Yates, N. D.
Stabler, George	Omaha Agency, Neb.
Stubbs, Thomas E	Stubbs, Va.
Swayney, Jesse	Cherokee, N. C.

* Left before January 1st.

Thomas, John J E	Falls Church, Va.
Thomas, Wm. W	Falls Church, Va.
Wiggins, Ernest C	Andersonville, Ga.

NIGHT SCHOOL

SENIOR CLASS

Bates, Ernest M	Winchester, Ky.
Bradley, John J	New Haven, Conn.
Bush, John W	Winchester, Ky.
Coggins, James L	Portsmouth, Va.
Courtney, William T	Pittsburg, Pa.
Davis, William Randolph	Macon, Ga.
Edwards, Thomas J	Richmond, Va.
Garland, George M	Danville, Va.
Kennedy, William B	Chattanooga, Tenn.
Murray, Percival W	Browns Town, Jamaica
Thomas, Charles M	Haddonfield, N. J.
Watson, Anthony D	Abbeville, Ga.

MIDDLE CLASS

Burner, Clara W	Newark, N. J.
Burner, Kittie G	Newark, N. J.
Hawes, Ella L	Macon, Ga.
Hughes, Katie C	Bayonne, N. J.
Jeter, Lillian E	Newport News, Va.
Traynham, Hallie B	Roanoke, Va.

Beale, George W	Hartford, Conn.
Briscoe, Joseph C	Baltimore, Md.
Brooks, William L	Quitman, Ga.
Brown, Harris H	Asheville, N. C.
Brown, Julian L	Henderson, Ky.
Brown, Moses H	Rio Vista, Va.
Brown, William E	Annapolis, Md.
Bryant, Edward G	Savannah, Ga.
Bryant, Ira S	Savannah, Ga.
Carter, Robert H	Petersburg, Va.
Chavis, Marion J	Beaufort, S. C.
* Clerk, Harold R. Mc I	Kingston, Jamaica
Colding, William T	Portsmouth, Va.
Coleman, William A	Henderson, Ky.
Conley, Carrington R	Richmond, Va.
Contee, William J	Annapolis, Md.
Corprew, Ernest W	Portsmouth, Va.
Crichton, R. Page W	Roanoke, Va.
Cunningham, Sanders P	Hillsboro, N. C.
Doggett, John A	Keyville, Va.

* Left before January 1st.

Downing, Ernest A. McK.	New Church, Va.
Dunlap, Garland M.	New York, N. Y.
Etheridge, George	Link, Va.
*Fransort, Harry B. A.	Savannah, Ga.
Freeman, John L.	Baltimore, Md.
Gibson, George E.	Washington, D. C.
Gray, Thomas	Penelo, N. C.
Grimes, George W.	Lexington, Ky.
Hardemon, Geo. W.	Winchester, Tex.
Harris, Hilliard D.	Camden, S. C.
Hazel, Fred C.	Savannah, Ga.
Hazel, Walter W.	Savannah, Ga.
Hendrickson, John W.	Savannah, Ga.
Hendrickson, Walter W.	Savannah, Ga.
Hood, Riley,	Shawnee, Okla.
Irving, Philon L.	Deeside, Jamaica
Johnson, Harry R.	Ivor, Va.
Johnson, William T.	Helena, S. C.
Jones, Benjamin	Kittrell, N. C.
Jones, James R.	Winona, W. Va.
Jones, John T.	Hartford, Conn.
Jones, Oscar R.	Richmond, Va.
Jones, Rosier B.	Falls Church, Va.
Leevy, Isaac S.	Camden, S. C.
Lewis, Douglass B.	Tappahannock, Va.
Lewis, William C.	Chester, S. C.
Luck, David P.	Danville, Va.
McKim, Reuben S.	Baltimore, Md.
McKenny, Everett F.	Washington, D. C.
Miles, Silas E.	Venter, Va.
Miller, Andrew E.	Philadelphia, Pa.
Monroe, Andrew D.	Savannah, Ga.
Moore, Windom G.	Abingdon, Va.
Murphy, James W.	Calhoun, Ala.
Murrough, Nathaniel	Asheville, N. C.
Myers, James S.	Runaway Bay, Jamaica
Ochard, James F.	Baltimore, Md.
Oliver, Watt S.	Oliveville, Va.
Osborn, Pinckney H.	Alexandria, La.
Owen, Toussaint L'O.	Kittrell, N. C.
Page, Robert L.	Farmville, Va.
Paxton, John H.	Port of Spain, Trinidad
Pearson, William W.	Granite, Va.
Penney, Horace B.	Tuskegee, Ala.
Perry, Elmo L.	Abingdon, Va.
Purviance, Ernest P.	Baltimore, Md.
Puryear, William J.	Clarksville, Va.
Quick, Benjamin F.	Rockingham, N. C.
Ragland, William P.	Virgilina, Va.
Reed, Crafton C.	Frankfort, Ky.

Rich, Marion S	Warsaw, Va.
Richards, Thomas E	Port Antonio, Jamaica
Riddick, Isaiah H	Princess Anne, Va.
Riley, Trodty W	Savannah, Ga.
Rose, Jordan E	Lexington, Va.
Royal, Richard G	Petersburg, Va.
Scott, Charles W	Savannah, Ga.
Sheppard, Launcelot H	Churchland, Va.
Sivels, Leronia B	Link, Va.
*Skenandore, William	Oneida, Wis.
Smith, Thomas W	Norfolk, Va.
Smithy, Philip J	Hague, Va.
Spratley, James E	Fentress, Va.
Stanfield, Claude T	Montclair, N. J.
Strange, Charles E	Winchester, Va.
Taylor, Preston	Winchester, Ky.
Thomas, Samuel A	Portsmouth, Va.
Thompson, Henry B	Southampton, N. Y.
Townsend, G. R	Donoho, S. C.
Waddy, Alfred G	Lilian, Va.
Walker, Floyd M	Pamplin City, Va.
Watson, Robert T	Savage Crossing, Va.
Whitted, Shepard	Hillsboro, N. C.
Williamson, Nathaniel E	Darlington, S. C.
Winfield, George	Haverhill, Mass.
Wynn, Samuel J	Lynchburg, Va.

JUNIOR CLASS

American Horse, Vina	Kyle, S. D.
Barden, Pollie	Hampton, Va.
Boyd, Mary E	Lynchburg, Va.
Brooks, Eva S	James Store, Va.
Burgin, Willie M	Lexington, Ky.
Burwell, Ellen A	Bedford City, Va.
Carter, Agnes R. B	Vinton, Va.
Carter, Bettie E	Vinton, Va.
Carter, Georgia L	Lynchburg, Va.
Cheeks, Mattie E	Abingdon, Va.
Daniels, Amy M	Rome, Ga.
Dickerson, Mary S	Hampton, Va.
Dickenson, Ella M	Huntington, W. Va.
Dorsey, Mary Eva	Norfolk, Va.
Fields, Diza A	Hampton, Va.
Flood, Minnie L	Portsmouth, Va.
Gray, Bertha R	Williamsburg, Va.
Griffin, Nannie E	Ware Neck, Va.
Harrison, Elsie V	Lincoln University, Pa.
Henderson, Gertrude M	Calhoun, Ala.

Left before January 1st.

Jones, Alice B	Phoebus, Va.
Lucas, Delmo Elizabeth	Norfolk, Va.
Massey, Pauline V	Falls Church, Va.
Miller, Lorraine E	Portsmouth, Va.
Minor, Angeline H	Rivanna, Va.
Moses, Valerie A	Abingdon, Va.
Mossom, Adele	Phoebus, Va.
Mundy, Katherine L	Henderson, Ky.
Murfree, Lillie M	Rocky Mount, N. C.
Perkinson, Sarah J	Gills, Va.
Randolph, Mabel B.	Hampton, Va.
Reed, Pearl O	Calhoun, Ala.
Richardson, Anna	Hampton, Va.
Richardson, Martha E	Hampton, Va.
Russell, Oral M	Pulaski City, Va.
Smith, Augusta C	Cheapside, Va.
Smith, Mary A	Fitchetts, Va.
Taylor, Lillian M	Philadelphia, Pa.
Tokes, Caroline Louisa	Opequon, Va.
Trailor, Verna L	Calhoun, Ala.
Tyson, Mary F	Hayneville, Ala.
Washington, Isabelle V	Manchester, Va.
Watts, Mary A	Indianapolis, Ind.
White, Hattie Elise	Portsmouth, Va.
Wilkins, Maud A	Portsmouth, Va.
Willis, Ethel	Ware Neck, Va.
Wooldridge, Hattie	Steeles Tavern, Va.
Allen, Granville J	Scottsville, Va.
Alston, George W	Durham, N. C.
Anthony, Thomas T	Natural Bridge, Va.
Bailey, John E	Scottsburg, Va.
* Bailey, Percy G	Birdsnest, Va.
Baker, Richard T	Manchester, Va.
Banister, Charles W	Millwood, Va.
Baxter, Dennis W	Elkins, W. Va.
Bell, Charles E	Deep Creek, Va.
Bell, George R	Sugarland, Md.
Bird, Oscar F	Charlotte, N. C.
Black, John W	Nassau, N. P., Bahamas
Bolden, John	Sassafras, Va.
Boone, George E	Savage Crossing, Va.
Boteler, Sumner E	Philadelphia, Pa.
Boyd, William H	Abbyville, Va.
Bradford, Charles W	Haddonfield, N. J.
Bray, David A	Chambers, Ala.
Brock, Oliver C	Burnleys, Va.
Brooks, John C	James Store, Va.
Bryant, Roscoe W	Savannah, Ga.

* Left before January 1st.

Bunn, Benjamin J	Morehead City, N. C.
Burrell, William L	Roanes, Va.
Burton, Theophilus A	Melfa, Va.
Butt, Isaiah James	Washington, N. C.
*Campbell, Albert E	Boston, Mass.
Carr, Uriah H	Augusta, Ga.
Carter, Charles H	Brooklyn, N. Y.
Carter, Thomas P	Martinsville, Va.
Chavis, Joseph S	Rich Square, N. C.
Clark, Thomas G	Roanoke, Va.
Clark, William H	Auburn, Ala.
Coleman, Robert D	Fredericksburg, Va.
Collins, George W	Birdsnest, Va.
Comb, Whitmon	Everetts, N. C.
Cooke, Randolph T	Hudgins, Va.
Cooke, Robert F	Belroi, Va.
Coulter, Rushton G	Wyncote, Pa.
Crawford, William L	Staunton, Va.
Damon, James M	Fort Defiance, Ariz.
Davis, William Roscoe	Hampton, Va.
Edwards, William	Richmond, Va.
Ewing, Roscoe C	Falls Church, Va.
Fallins, Charles	Mila, Va.
Fauntleroy, Fred D	Phoebus, Va.
Fitzhugh, Preston G	Falls Church, Va.
Ford, William H	Woodstown, N. J.
Francis, Thomas J	Wilmington, Del.
Freeman, Zarah B	Springfield, Mass.
Gilmore, Arthur B. C	Atlanta, Ga.
Glover, Edward E	Cherokee, S. C.
Gray, Shadrach E	Wicomico Church, Va.
Green, Lewis H	Baltimore, Md.
Griffith, Harry J	West Norfolk, Va.
Gundy, Simeon	Haverhill, Mass.
Hardwick, Clifford E	Savannah, Ga.
Harris, William H	Kempis, Va.
Haynes, James W. A	Belleville, St. Michael, Barbados
* Hendricks, Fritz	Anadarko, Okla.
Henry, Earl P	Westchester, Pa.
Henry, Thomas M	Stevensville, Va.
Hill, Cleveland W	Oneida, Wis.
Holmes, Everett I	Petersburg, Va.
Holmesley, Harold	Asheville, N. C.
Jackson, Robert A	Baltimore, Md.
James, Charles L	Christiansburg, Va.
Jefferson, Joseph P	Petersburg, Va.
Jenkins, Frank H	Petersburg, Va.
Jenkins, William A	Lunenburg, Va.
Johnson, Alexander	Newbern, Va.

* Left before Janua y 1st.

Johnson, Harry S	Frogmore, S. C.
Johnson, James A. G	Luzelle, Ala.
Johnson, Sidney B	Easton, Md.
Jones, Robert A	Ware Neck, Va.
Kenner, Robert J	Lilian, Va.
Kinney, George A	Bogart, Ga.
Lassiter, Roscoe L	Rich Square, N. C.
Lavender, Fleming	Fort Apache, Ariz.
Lee, James W	Indianapolis, Ind.
Lewis, Eugene T	Savannah, Ga.
Lewis, Winston B	Tappahannock, Va.
Lewter, John T	Lewiston, N. C.
Lively, Lewis H	Hampton, Va.
Long, Charles W	Philadelphia, Pa.
Lovett, Almus A	Savannah, Ga.
McDaniel, Clarence A	Newriver Depot, Va.
McLean, John H. A	Macon, Ga.
McPhaul, Willis C	Bastrop, Texas
Mahoney, Benjamin T	Washington, D. C.
Mingledorf, Joseph J. H	Savannah, Ga.
Mitchell, Joseph M	Savannah, Ga.
Morris, Alexander W	Manchester, Va.
Newman, James R	Clayton, Del.
Nicholas, C. Jerome	Baltimore, Md.
Norfleet, Moses T	Norfolk, Va.
Parker, William A	Newport News, Va.
Patterson, David G	Savannah, Ga.
Payne, James H	Phoebus, Va.
Pettis, Willis J	Farmville, Va.
Pinkard, John P	Junta, Va.
Powless, Duncan W	Onondaga Castle, N. Y.
Pride, Hermann M	Lynchburg, Va.
Richardson, Walter	Haverhill, Mass.
Rippy, Clarence J.	Brookfield Center, Conn.
*Robertson, De Witt C	Savannah, Ga.
Rogers, Claude S	Macon, Ga.
Rose, Allen N	Lexington, Va.
Ross, Willard A	Scottsville, Va.
Seldon, Hiram	Kinsale, Va.
Smith, Enos B	North, Va.
Smith, Milton W	Oneida, Wis.
Smith, William E	Fort Defiance, Ariz.
Smith, William H	Augusta, Ga.
Spencer, Nelson P	Lynchburg, Va.
Taylor, Samuel L	Scotland Neck, N. C.
Thomas, Xenophon	Hampton, Va.
Walcott, William H	Blytheston, Adelphi, Jamaica
Walker, J. Andrew	Manchester, Va.
Walls, Lee	Danville, Va.

Left before January 1st.

Washington, Anthony	Frogmore, S. C.
* Watson, Springfield F	Howardsville, Va.
Webster, Frederick B	Kingston, Jamaica
Williams, Christopher C	Hampton, Va.
Williams, Elijah B	Phoebe, Va.
Williams, H. Kennard	Baltimore, Md.
Williams, Robert E	Seneca, S. C.
Willis, William T	Savannah, Ga.
Wilson, John T	Hillsboro, N. C.
Young, Aaron Benjamin	Indianapolis, Ind.

PREPARATORY CLASS

Andrews, Australia I	Williamston, N. C.
Atkinson, Bessie E	Lexington, Va.
Bagley, Margaret H	McFarlands, Va.
Bonner, Annie	Washington, N. C.
Bramlet, Lucretia	Lynchburg, Va.
Bridgeforth, Mary L	Olo, Va.
Brooks, Queen E	Rock Island, Va.
Brooks, R. Priscilla	Swamp, Va.
Brown, Emma N	Great Bridge, Va.
Brown, Mittie E	Winston-Salem, N. C.
Busbee, Estella	Snow Hill, N. C.
Carr, Irene	Hodges Ferry, Va.
Carter, Rachel R	Amherst, Va.
Cotten, Lillian	Greensboro, N. C.
Dixon, Lency B	Cheapside, Va.
Elam, Rosa L	Newport News, Va.
Epps, Emily D	Natural Bridge, Va.
Evans, Martha L	Ware Neck, Va.
Faulk, Arthusla	Savage Crossing, Va.
Fields, Julia A	Frogmore, S. C.
Fitzgerald, Bettie M	Blackstone, Va.
Hamilton, Annie C	Clarksville, Va.
Haskins, Lettie	Goodes Ferry, Va.
Hendrick, Mary E	Merry Mount, N. C.
Jackson, Cora E	Lexington, Va.
Jefferson, Fannie A	Rivanna, Va.
* Jeffries, Annie McR.	Charlottesville, Va.
Johnson, Ethel V.	Steeles Tavern, Va.
Johnson, Frances A	Rivanna, Va.
Kent, Mamie A	Lilian, Va.
Leftwich, Ottawa A	Lynchburg, Va.
Lewis, Willie G	Ronceverte, W. Va.
McRae, Zulie M	Brunswick, Ga.
Mayo, Lucy O	Hampton, Va.

* Left before January 1st.

* Megginson, Claudie Knolls, Va.
 Norvell, Emma Clifford, Va.
 Robinson, Helen B Manchester, Va.
 Sessoms, Madie Harrellsville, N. C.
 Smith, Maud D. Roanoke, Va.
 Smith, Lula Jeannette Almagro, Va.
 Sully, Mary A. Manchester, Va.
 Turner, Hannah M. Natural Bridge, Va.
 Washington, Agnes A. Grafton, Va.
 Watkins, Keziah L. Florence, Ga.

* Bearheart, Alexander Lower Brule, S. D.
 Bolling, Spottswood T. Goffs, Va.
 Brooks, James H. James Store, Va.
 Burrell, John F. Bowles, Va.
 Clark, Edward S. Washington, N. C.
 * Del Gardo, Raphael Ponce, P. R.
 Derrick, Richard L. Huntsville, Ala.
 Dorsey, William T. Poolesville, Md.
 Duppre, Frederick A. Washington, N. C.
 Emerson, John A. James Store, Va.
 Emerson, William P. Sacaton, Ariz.
 Garnett, Winfield A. Augusta, Ga.
 Goode, Thomas J. Whiteplains, Va.
 Graham, Paul H. James Island, S. C.
 Hale, Frederick Roanoke, Va.
 Hall, Charles Etchison, Md.
 Hill, Hiram Oneida, Wis.
 Howard, Robert J. Petersburg, Va.
 Hurley, James C. Washington, D. C.
 Jackson, Philip M. Falls Church, Va.
 Johnson, William A. Baltimore, Md.
 Jordan, John Roanoke, Va.
 McLain, John T. Shopton, N. C.
 Majors, George G. Houston, Va.
 Mosley, Archer W. Adriance, Va.
 Perry, Furnie McC. Abingdon, Va.
 Stanback, Robert A. Portsmouth, Va.
 Swepson, Ernest W. Asheville, N. C.
 Thomas, G. Beauregard Natchitoches, La.
 Washington, James C. Petersburg, Va.
 Watlington, William H. Lawsonville, N. C.
 Waynes, Henry L. Woodridge, Va.
 Williams, John H. Garysville, Va.
 Wright, James W. Augusta, Ga.

INDIAN STUDENTS

POST-GRADUATE CLASS

Name	Tribe	Reservation
Conger, Lucy I.	Sioux . .	Yankton, S. D.
Quinney, Adele P. . . .	Stockbridge . .	Stockbridge, Wis.
Swayney, Arizona	Cherokee . .	Cherokee, N. C.
Morgan, Jacob C.	Navaho . .	Navaho, Ariz.
Ukipata, Edward K.	Sioux . .	Santee, Neb.
Webster, Isaac N.	Oneida . .	Oneida, Wis.

SENIOR CLASS

Name	Tribe	Reservation
Poodry, Fannie C.	Seneca . .	Tonawanda, N. Y.
Alford, Pierrepont	Absentee-Shawnee . .	Shawnee, Okla.
Clifford, James B.	Sioux . .	Pine Ridge, S. D.
Hamlin, George H.	Chippewa . .	White Earth, Minn.
Ross, Oliver C.	Sioux . .	Pine Ridge, S. D.
Skenandore, Edward	Oneida . .	Oneida, Wis.

MIDDLE CLASS

Name	Tribe	Reservation
Brown, Florence	Shawnee . .	Shawnee, Okla.
Charging Wolf, Lizzie	Sioux . .	Pine Ridge, S. D.
Conger, Alice C.	Sioux . .	Yankton, S. D.
Doxtater, Nancy	Oneida . .	Oneida, Wis.
Hill, Josephine	Oneida . .	Oneida, Wis.
Hill, Rose	Oneida . .	Oneida, Wis.
Jones, Harriet M.	Tuscarora . .	Tuscarora, N. Y.
Shawnee, Eva	Shawnee . .	Shawnee, Okla.
Baird, Reuben	Oneida . .	Oneida, Wis.
Chooromi, John	Hopi . .	Keams Canyon, Ariz.
Clifford, John	Sioux . .	Pine Ridge, S. D.
Hamlin, Louis C.	Chippewa . .	White Earth, Minn.
Smith, Oscar	Oneida . .	Oneida, Wis.
Tyner, John	Shawnee . .	Shawnee, Okla.

JUNIOR CLASS

Name	Tribe	Reservation
Bear, Stella V,	Arickaree . .	Fort Berthold, N. D.
Bender, Annie	Chippewa . .	White Earth, Minn.
Chimal, Etta	Apache . .	Mescalero, N. M.

Cornelius, Rebecca Oneida . . Oneida, Wis.
 Dunlap, Alice Cherokee . . Cherokee, N. C.
 Gutierrez, Carlotta Navaho . . Nacimiento, N. M.
 Ludwick, Lena Oneida . . Oneida, Wis.
 Shawnee, Rebecca Shawnee . . Shawnee, Okla.
 Silverheels, Florence W . . . Seneca . . Cattaraugus, N. Y.
 Stiles, Lottie R Arickaree . . Fort Berthold, N. D.
 Summers, Mary J Oneida . . Oneida, Wis.
 Walker, Tulie Navaho . . Navaho, Ariz.
 Wilson, Ellen Sklallam . . Puyallup, Wash.

Alford, Charles R. Absentee-Shawnee . . Shawnee, Okla.
 Black Hawk, Joseph . . . Winnebago . . Winnebago, Neb.
 Chavez, Alesandro Pueblo . . Tule, Ariz.
 Giard, Antoine Chippewa . . White Earth, Minn.
 Kasto, John Sioux . . Birtle Agency, Manitoba, Can.
 Lowdog, Luke Sioux . . Standing Rock, N. D.
 Menz, Joseph Sioux . . Standing Rock, N. D.
 Smith, Robert Oneida . . Oneida, Wis.
 Yeago, Frank Sioux . . Pine Ridge, S. D.

PREPARATORY CLASS

Name	Tribe	Reservation
Adams, Louisa	Oneida . .	Oneida, Wis.
Butler, Laura L	Caddo . .	Wichita, Okla.
Canfield, Susie	Sioux . .	Yankton, S. D.
Cirtchet, Mamie	Sioux . .	Pine Ridge, S. D.
Cooper, Minnie	Oneida . .	Oneida, Wis.
Cummings, Lucy	Pawnee . .	Pawnee, Okla.
Fire Thunder, Angelique	Sioux . .	Pine Ridge, S. D.
Giard, Celena	Chippewa . .	White Earth, Minn.
Moose, Esther	Sioux . .	Yankton, S. D.
Red Fox, Emma	Sioux . .	Standing Rock, N. D.
Shawnee, Lydia	Shawnee . .	Shawnee, Okla.
Silas, Lillie	Oneida . .	Oneida, Wis.
Skenandore, Leah	Oneida . .	Oneida, Wis.
Skenandore, Minnie	Oneida . .	Oneida, Wis.
Tyner, Rachel K	Shawnee . .	Shawnee, Okla.
Upshaw, Ruth	Pawnee . .	Pawnee, Okla.
Webster, Lydia	Oneida . .	Oneida, Wis.
Alford, Paul L	Shawnee . .	Shawnee, Okla.
*Frosted, Philip	Sioux . .	Standing Rock, N. D.
Hood, Luther	Absentee-Shawnee . .	Shawnee, Okla.
Martin, Robert B	Navaho . .	Navaho, Ariz.
Owl, Theodore A	Cherokee . .	Cherokee, N. C.
Pleets, Jesse	Sioux . .	Standing Rock, N. D.
Seneca, Jacob S	Cayuga . .	Cattaraugus, N. Y.

* Left before January 1st.

* Siyaka, Clarence Sioux . . . Standing Rock, N. D.
 Stabler, George Omaha . . . Omaha, Neb.
 Swayney, Jesse W. Cherokee . . . Cherokee, N. C.

NIGHT SCHOOL

MIDDLE CLASS

Name	Tribe	Reservation
Hood, Riley	Absentee-Shawnee . .	Shawnee, Okla.
* Skenandore, William	Oneida . .	Oneida, Wis.

OR CLASS

Name	Tribe	Reservation
American Horse, Vina	Sioux . .	Pine Ridge, S. D.
Damon, James M	Navaho . .	Navaho, Ariz.
* Hendricks, Fritz	Caddo . .	Wichita, Okla.
Hill, Cleveland W	Oneida . .	Oneida, Wis.
Lavender, Fleming	Apache . .	Fort Apache, Ariz.
Powless, Duncan W	Onondaga . .	Onondaga, N. Y.
Smith, Milton W	Oneida . .	Oneida, Wis.
Smith, William E	Navaho . .	Navaho, Ariz.

PREPARATORY CLASS

Name	Tribe	Reservation
* Bearheart, Alexander	Sioux . .	Lower Brule, S. D.
Emerson, William P	Pima . .	Pima, Ariz.
Hill, Hiram	Oneida . .	Oneida, Wis.

AT THE NORTH

Name	Tribe	Reservation
High Eagle, Florence	Sioux . .	Standing Rock, N. D.
Metoxen, Tillie	Oneida . .	Oneida, Wis.
Andrews, Alfred S	Arickaree . .	Fort Berthold, N. D.
Bear, Henry	Winnebago . .	Winnebago, Neb.
* Doxtater, Edward W	Oneida . .	Oneida, Wis.
* Jones, Nelson	Onondaga . .	Onondaga, N. Y.
Metoxen, Redmond	Oneida . .	Oneida, Wis.
Poor Thunder, George	Sioux . .	Rosebud, S. D.

* Left before January 1st.

TRADE SCHOOL

FIRST YEAR STUDENTS

Anthony, Thomas T	Natural Bridge, Va . .	Tailor
Bailey, John E	Scottsburg, Va . .	Blacksmith
* Bailey, Percy G	Birdsnest, Va . .	Shoemaker
Baxter, Dennis W	Elkins, W. Va . .	Blacksmith
Bell, Charles E	Deep Creek, Va . .	Tailor
Boone, George E	Savage Crossing, Va . .	Carpenter
Boteler, Sumner E	Philadelphia, Pa . .	Carpenter
Briscoe, Joseph C	Baltimore, Md . .	Carpenter
Brock, Oliver C	Burnleys, Va . .	Wheelwright
Brooks, William L	Quitman, Ga . .	Carpenter
Brown, Julian L	Henderson, Ky . .	Printer
Burton, Theophilus A	Melfa, Va . .	Tailor
* Campbell, Albert E	Boston, Mass . .	Tailor
Carr, Uriah H	Augusta, Ga . .	Wheelwright
Carter, Thomas P	Martinsville, Va . .	Tailor
Chavis, Joseph S	Rich Square, N. C . .	Wheelwright
Chavis, Marion J	Beaufort, S. C . .	Bricklayer
Clark, Thomas G	Roanoke, Va . .	Carpenter
* Clerk, Harold R. McI	Kingston, Jamaica . .	Steam Engineer
Coleman, William A	Henderson, Ky . .	Carpenter
Collins, George W	Birdsnest, Va . .	Shoemaker
Cooke, Randolph T	Hudgins, Va . .	Carpenter
Coulter, Rushton G	Wyncote, Pa . .	Steam Engineer
Crawford, William L	Staunton, Va . .	Wheelwright
Critchon, R. Page W	Roanoke, Va . .	Tailor
Davis, William Roscoe	Hampton, Va . .	Painter
Doggett, John H	Keysville, Va . .	Tailor
Edwards, William	Richmond, Va . .	Blacksmith
Fitzhugh, Preston G	Falls Church, Va . .	Carpenter
Francis, Thomas J	Wilmington, Del . .	Tailor
Freeman, Zarah B	Springfield, Mass . .	Bricklayer
Garland, George M	Danville, Va . .	Tailor
Gibson, George E	Washington, D. C . .	Steam Engineer
Gilmore, Arthur B. C	Atlanta, Ga . .	Tailor
Glover, Edward E	Cherokee, S. C . .	Bricklayer
Graham, Paul H	James Island, S. C . .	Carpenter
Griffith, Harry J	West Norfolk, Va . .	Blacksmith
Grimes, George W	Lexington, Ky . .	Blacksmith
Hall, Charles	Etchison, Md . .	Carpenter
Harris, Hilliard D	Camden, S. C . .	Machinist
Hazel, Fred C	Savannah, Ga . .	Bricklayer
Hill, Hiram	Oneida, Wis . .	Steam Engineer
Holmesley, Harold	Asheville, N. C . .	Steam Engineer
Jackson, Robert A	Baltimore, Md . .	Painter

* Left before January 1st.

Johnson, Harry S	Frogmore, S. C . .	Carpenter
Johnson, Sidney B	Easton, Md . .	Carpenter
Jones, Benjamin	Kittrell, N. C . .	Tailor
Jones, Oscar R	Richmond, Va . .	Painter
Jones, Rosier B	Falls Church, Va . .	Printer
Kennedy, William B	Chattanooga, Tenn . .	Tailor
Lassiter, Roscoe L	Rich Square, N. C . .	Shoemaker
Lee, James W	Indianapolis, Ind . .	Tailor
Leevy, Isaac S	Camden, S. C . .	Tailor
Lewter, John T	Lewiston, N. C . .	Blacksmith
Long, Charles W	Philadelphia, Pa . .	Tailor
Luck, David P	Danville, Va . .	Bricklayer
McDaniel, Clarence A . .	Newriver Depot, Va . .	Bricklayer
McKim, Reuben S	Baltimore, Md . .	Steam Engineer
Mahoney, Benjamin T . . .	Washington, D. C . .	Steam Engineer
* Miller, Vincent R . . .	Port Antonio, Jamaica . .	Steam Engineer
Morris, Alexander W	Manchester, Va . .	Harnessmaker
Murphy, James W	Calhoun, Ala . .	Carpenter
Page, Robert L	Farmville, Va . .	Bricklayer
Payne, James H	Phoebe, Va . .	Carpenter
Pearson, William W	Granite, Va . .	Blacksmith
Pettis, Willis J	Farmville, Va . .	Carpenter
Pinkard, John P	Junta, Va . .	Steam Engineer
Powless, Duncan W	Onondaga Castle, N. Y . .	Steam Engineer
Pride, Herman M	Lynchburg, Va . .	Carpenter
Reed, Crafton C	Frankfort, Ky . .	Printer
Richards, Thomas E . . .	Port Antonio, Jamaica . .	Machinist
Riley, Trotty W	Savannah, Ga . .	Bricklayer
Ross, Willard A	Scottsville, Va . .	Carpenter
Smith, Milton W	Oneida, Wis . .	Steam Engineer
Spencer, Nelson P	Lynchburg, Va . .	Tailor
Stanfield, Claude T	Montclair, N. J . .	Machinist
Strange, Charles E	Winchester, Va . .	Shoemaker
Taylor, Preston	Winchester, Ky . .	Tailor
Townsend, G. R	Donoho, S. C . .	Carpenter
Washington, Anthony	Frogmore, S. C . .	Wheelwright
Watson, Robert T	Savage Crossing, Va . .	Carpenter
Williamson, Nathaniel E . . .	Darlington, S. C . .	Tailor
Willis, William T	Savannah, Ga . .	Painter
Young, Aaron Benjamin . . .	Indianapolis, Ind . .	Tailor

SECOND YEAR STUDENTS

Bell, George R	Sugarland, Md . .	Carpenter
Bird, Oscar F	Charlotte, N. C . .	Tailor
Black, John W	Nassau, N. P., Bahamas . .	Steam Engineer
Bradley, John J	New Haven, Conn. . .	Tailor
Brooks, John C	James Store, Va . .	Wheelwright
Brown, Harris H	Asheville, N. C . .	Steam Engineer

* Left before January 1st.

Bryant, Ira S	Savannah, Ga . .	Printer
Bunn, Benjamin J	Morehead City, N. C . .	Wheelwright
Bush, John W	Winchester, Ky . .	Bricklayer
Carter, Robert H	Petersburg, Va . .	Machinist
Clark, William H	Auburn, Ala . .	Bricklayer
Colding, William T	Portsmouth, Va . .	Tailor
Coles, Chester A. A	Atlanta, Ga . .	Carpenter
Cooke, Robert F	Belroi, Va . .	Carpenter
Corprew, Ernest W	Portsmouth, Va . .	Blacksmith
Courtney, William T	Pittsburg, Pa . .	Steam Engineer
Damon, James M	Fort Defiance, Ariz . .	Carpenter
Emerson, William P	Sacaton, Ariz . .	Painter
* Fransort, Harry B. A	Savannah, Ga . .	Machinist
Gray, Thomas	Penelo, N. C . .	Steam Engineer
Hardwick, Clifford E	Savannah, Ga . .	Shoemaker
Hargrave, Garnett D	Wilmington, N. C . .	Blacksmith
Harris, William H	Kempis, Va . .	Carpenter
Hazel, Walter W	Savannah, Ga . .	Tailor
Hendrickson, John W	Savannah, Ga . .	Blacksmith
Holmes, Everett I	Petersburg, Va . .	Painter
Hurley, James C	Washington, D. C . .	Tailor
Jenkins, Frank H	Petersburg, Va . .	Shoemaker
Johnson, Alexander	Newbern, Va . .	Tailor
Johnson, Harry R	Ivor, Va . .	Carpenter
Jones, John T	Hartford, Conn . .	Machinist
Jones, Robert A	Ware Neck, Va . .	Bricklayer
Lavender, Fleming	Fort Apache, Ariz . .	Carpenter
McKenny, Everett F	Washington, D. C . .	Carpenter
Mingledorf, Joseph J. H	Savannah, Ga . .	Tailor
Monroe, Andrew D	Savannah, Ga . .	Bricklayer
Myers, James S	Runaway Bay, Jamaica . .	Steam Engineer
Newman, James R	Clayton, Del . .	Shoemaker
Norfleet, Moses T	Norfolk, Va . .	Tailor
Ochard, James F	Baltimore, Md . .	Wheelwright
Osborn, Pinckney H	Alexandria, La . .	Bricklayer
Patterson, David G	Savannah, Ga . .	Tailor
Penney, Horace B	Tuskegee, Ala . .	Carpenter
Purviance, Ernest P	Baltimore, Md . .	Steam Engineer
Quick, Benj. F	Rockingham, N. C . .	Printer
Ragland, William P	Virgilina, Va . .	Blacksmith
Rich, Marion S	Warsaw, Va . .	Bricklayer
Robertson, James E. J	Roanoke, Va . .	Carpenter
Rose, Jordan E	Lexington, Va . .	Blacksmith
Scott, Charles W	Savannah, Ga . .	Tailor
Sheppard, Launcelot H	Churchland, Va . .	Carpenter
Sivels, Leronia B	Link, Va . .	Blacksmith
Smith, Thomas W	Norfolk, Va . .	Carpenter
Smith, William E	Fort Defiance, Ariz . .	Blacksmith
Smithey, Philip J	Hague, Va . .	Bricklayer

* Left before January 1st.

Spratley, James E	Fentress, Va	Wheelwright
Thomas, Charles M	Haddonfield, N. J	Printer
Thomas, Samuel A	Portsmouth, Va	Upholsterer
Thompson, Henry B	Southampton, N. Y	Carpenter
Waddy, Alfred G	Lilian, Va	Blacksmith
Whitted, Shepard	Hillsboro, N. C	Bricklayer
Williams, Christopher C	Hampton, Va	Painter
Wynn, Samuel J	Lynchburg, Va	Bricklayer

THIRD YEAR STUDENTS

Allen, Granville J	Scottsville, Va	Wheelwright
Alston, George W	Durham, N. C	Blacksmith
Bates, Ernest M	Winchester, Ky	Tailor
Beale, George W	Hartford, Conn	Machinist
* Bearheart, Alexander	Lower Brule, S. D	Blacksmith
Brown, Moses H	Rio Vista, Va	Blacksmith
Bryant, Edward G	Savannah, Ga	Tailor
Coggins, James L	Portsmouth, Va	Carpenter
Cunningham, Sanders P	Hillsboro, N. C	Blacksmith
Davis, William R	Macon, Ga	Carpenter
Downing, Ernest A. McK	New Church, Va	Carpenter
Dunlap, Garland M	New York, N. Y	Steam Engineer
Edwards, Thomas J	Richmond, Va	Wheelwright
Etheridge, George	Link, Va	Carpenter
Hardemon, George W	Winchester, Tex	Carpenter
* Hendricks, Fritz	Anadarko, Okla	Carpenter
Hendrickson, Walter W	Savannah, Ga	Tailor
Lewis, Douglass B	Tappahannock, Va	Carpenter
Lewis, William C	Chester, S. C	Harnessmaker
Lovett, Almus A	Savannah, Ga	Blacksmith
McPhaul, Willis C	Bastrop, Texas	Blacksmith
Miles, Silas E	Venter, Va	Blacksmith
Oliver, Watt S	Oliveville, Va	Wheelwright
Perry, Elmo L	Abingdon, Va	Bricklayer
Puryear, William J	Clarksville, Va	Painter
Riddick, Isaiah H	Princess Anne, Va	Wheelwright
Rippy, Clarence J	Brookfield Center, Conn	Tailor
Royal, Richard G	Petersburg, Va	Painter
Rose, Allen N	Lexington, Va	Carpenter
* Skenandore, William	Oneida, Wis	Steam Engineer
Walker, Floyd M	Pamplin City, Va	Wheelwright
Watson, Anthony D	Abbeville, Ga	Carpenter

INDIANS TAKING SPECIAL TRADE COURSES

Alford, Charles R	Shawnee, Okla	Carpenter
Alford, Paul L	Shawnee, Okla	Carpenter
Alford, Pierrepont	Shawnee, Okla	Painter
Chavez, Alessandro	Tule, Ariz	Carpenter

* Left before January 1st.

*Frosted, Philip	Fort Yates, N. D. . .	Carpenter
Giard, Antoine	Fosston, Minn. . .	Carpenter
Hood, Luther	Shawnee, Okla. . .	Carpenter
Lowdog, Luke	Fort Yates, N. D. . .	Carpenter
Martin, Robert B.	Tohatchi, N. M. . .	Blacksmith
Morgan, Jacob C.	Fort Defiance, Ariz. .	Carpenter
Owl, Theodore A.	Cherokee, N. C. . .	Carpenter
Pleets, Jesse	Fort Yates, N. D. . .	Carpenter
Seneca, Jacob S.	Irving, N. Y. . .	Blacksmith
*Siyaka, Clarence	Fort Yates, N. D. . .	Carpenter
Smith, Robert	Oneida, Wis. . .	Carpenter
Stabler, George	Omaha Agency, Neb. .	Carpenter
Swayney, Jesse W.	Cherokee, N. C. . .	Carpenter
Yeago, Frank	Pine Ridge, S. D. . .	Tailor

STUDENTS OF AGRICULTURE

POST-GRADUATE COURSE

Conger, Lucy J.	Andrus, S. D.
Quinney, Adele P.	Gresham, Wis.
Blanton, Joshua E.	Rice Depot, Va.
Murray, Nathaniel A.	Washington, D. C.
Webster, Isaac N.	Oneida, Wis.

ACADEMIC COURSE

All the students of Senior, Middle and Junior Classes of the Day School. All the students of the Senior and Middle Classes and the boys of the second-year Junior Class of the Night School.

SPECIAL COURSES

Hood, Riley	Shawnee, Okla.
Jones, James R.	Winona, W. Va.
Moore, Windom G.	Abingdon, Va.
Murray, Percival W.	Brownstown, Jamaica

SUMMARIES

INDIAN STUDENTS

	<i>Girls</i>	<i>Boys</i>
POST-GRADUATE CLASS	3	3
DAY SCHOOL :—		
Senior Class	1	5
Middle Class	8	6
Junior Class	13	9
Preparatory Class	17	10
NIGHT SCHOOL :—		
Middle Class	0	2
Junior Class	1	7
Preparatory Class	0	3
AT THE NORTH	2	6
	—	—
	45	51

INDIANS IN INDUSTRIAL DEPARTMENTS

	<i>Girls</i>
Housework and sewing	44
Nurse training	1
	—
	45
	<i>Boys</i>
Blacksmiths	4
Carpenters	19
Engineers	4
Painters	2
Agriculture	12
Dairying	1
Janitors	2
Tailor	1
At the North	6
	—
	51

TRADE SCHOOL STUDENTS

Blacksmiths	22
Bricklayers	18
Carpenters	41
Harnessmakers	2
Machinists	7
Painters	9
Printers	6
Shoemakers	7
Steam Engineers	19
Tailors	33
Upholsterers	1
Wheelwrights	14
	—
Total	179

STUDENTS OF AGRICULTURE

	<i>Girls</i>	<i>Boys</i>	<i>Totals</i>
POST-GRADUATE COURSES	2	3	5
ACADEMIC COURSE :—			
Day School	178	111	289
Night School	6	175	181
SPECIAL COURSES	0	4	4
	186	293	479
WHITTIER DAY SCHOOL	260	172	432
Total	446	465	911

GENERAL SUMMARY

	<i>Col. Girls</i>	<i>Ind. Girls</i>	<i>Col. Boys</i>	<i>Ind. Boys</i>	<i>Totals</i>
POST-GRADUATE	8	3	9	3	23
DAY SCHOOL :—					
Senior Class	23	1	24	5	53
Middle Class	51	8	36	6	101
Junior Class	82	13	31	9	135
Preparatory	14	17	18	10	59
	178	42	118	33	371
NIGHT SCHOOL :—					
Senior Class	0	0	12	0	12
Middle Class	6	0	95	2	103
Junior Class	46	1	122	7	176
Preparatory	44	0	31	3	78
	96	1	260	12	369
AT THE NORTH	0	2	0	6	8
	274	45	378	51	748
WHITTIER PRACTICE SCHOOL (Day School)	260	0	172	0	432
Grand Total					1180

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